



**LISAL**  
LANCASTER INDEPENDENT SCHOOL  
FOR ALTERNATIVE LEARNING

## SAFEGUARDING POLICY

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## 1 Context and Rationale

Lancaster Independent School for Alternative Learning (LISAL) offers a gentle and natural alternative to mainstream education. It is a small village school supported and sustained by a strong community of parents, guardians and others who are committed to the Steiner Waldorf approach to education. The school is a registered charity. It is linked to the wider community of Steiner schools, both in Britain and throughout the world. The school aims to support the development of individuals who are able to go out into the world with a sense of purpose, morality, respect for self and others and the environment. LISAL is led by the Senior Leadership Team which comprises of the Head of Key Stage 2, School Manager, SENDCo and the body of trustees who are responsible for the legal, administrative and financial matters. The educational committee is responsible for the educational policy.

# WHOLE SCHOOL POLICY FOR SAFEGUARDING & CHILD PROTECTION

The purpose of this safeguarding policy is to ensure every child who is a registered pupil at LISAL is safe and protected from harm.

The Department for Education (DfE) 'Keeping Children Safe in Education' (September 2023), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children and young people at our school from maltreatment;
- Preventing impairment of our children's and young people's mental and physical health or development;
- Ensuring that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable children at our school to have the best outcomes.

The Children Acts 1989 and 2004, states a child is anyone who has not reached their 18<sup>th</sup> birthday. LISAL fully recognises the contribution we can make to protect children from harm and to support and promote the welfare of all children who are pupils at our school. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit LISAL as well as all pupils of school age.

This policy applies to all stakeholders; this includes pupils, staff, parents, trustees, volunteers, placement students and visitors. This policy should be read in conjunction with



the School's Safeguarding Portfolio. This policy will give clear direction to all stakeholders about expectations and our legal and moral responsibility to safeguard and promote the welfare of all children at our school.

LISAL is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. Our school fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered pupils at our school. We recognise that **no single professional can have a full picture** of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the trustees, staff and all stakeholders understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL. In addition, to ensure that staff are aware that ANYONE can make a referral and understand professional challenge.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children
- Endeavour to provide a safe and welcoming environment where children are respected and valued; where the voice of the child is listened to and is paramount
- Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements.  
[https://panlancashirescb.proceduresonline.com/chapters/contents.html#ind\\_cases](https://panlancashirescb.proceduresonline.com/chapters/contents.html#ind_cases)
- In some cases, a child may blame themselves for the abuse or may have to leave the family home as a result. ALL staff and volunteers working directly with children understand what domestic abuse is, the potential impact upon children and how this might be displayed. Access to relevant training on Educare is made available to all staff and volunteers.



## 2 Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18.

Children can abuse other children. This is generally referred to as **child on child abuse** and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting, initiating/hazing type violence and rituals; abuse in intimate personal relationships between children; consensual or non-consensual sharing of nudes or semi-nude images or videos, or causing someone to engage in sexual activity without consent

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. LISAL is committed to supporting victims of sexual violence and sexual harassment, ensuring they feel safe and not like they are creating a problem by reporting such abuse. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.

- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

**Upskirting** refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

**Consensual and non-consensual sharing of nude and semi-nude images and/or videos**, colloquially known as "**sexting**" and "**youth produced imagery**", is defined as the sharing between pupils of sexually explicit content, including indecent imagery. **Indecent imagery** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

**Consent** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.



### 3 Law and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- **Education Act 2002**: Section 175 of the Education Act 2002 requires local education authorities and the trustees of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies) to have arrangements to safeguard and promote the welfare of children.
- **Working Together to Safeguard Children 2018** guides education establishments of their role within inter-agency working to safeguard and promote the welfare of children. This is **the government's statutory guidance for all organisations and agencies** who work with, or carry out work related to, children in the United Kingdom.
- **Keeping Children Safe in Education 2023** The Department for Education (DfE) has updated the statutory safeguarding and child protection guidance for schools and colleges in England, Keeping Children Safe in Education. This guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.
- **Guidance for Safer Working Practice 2022**
- **The Children Act 1989 & 2004**
- **The Prevent Duty** The Prevent duty is **the duty in the Counter-Terrorism and Security Act 2015** that's sets out guidance for the LA and its partners to have due regard to the need to prevent people from being drawn into terrorism.
- **FGM** as set out in the Female Genital Mutilation Act 2003 ("the 2003 Act"), as amended by the Serious Crime Act 2015.
- **Sexual Offences Act 2003**
- **Equality Act 2010**
- **Counter-Terrorism and Security Act 2015**
- **Domestic Abuse Act 2021**



- **Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) Regulations 2018**
- **PACE Code C 2019**
- **Data Protection Act 2018**
- **Marriage and Civil Partnership Act 2022**

#### **Relevant Non-statutory guidance**

- DfE (2015) [‘What to do if you’re worried a child is being abused’](#)
- DfE (2018) [‘Information sharing’](#)
- DfE (2020) [‘Governance handbook’](#)
- DfE (2017) [‘Child sexual exploitation’](#)
- DfE (2022) [‘Recruit teachers from overseas’](#)
- DfE (2020) [‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’](#)
- DfE (2022) [‘Working together to improve school attendance’](#)
- DfE (2023) [‘Meeting digital and technology standards in schools and colleges’](#)
- DfE (2022) [‘Searching, Screening and Confiscation’](#)

This policy operates in conjunction with the following school policies:

- Children Absent from Education Policy (see section 12)
- Child Sexual Exploitation (CSE) Policy (see section 15)
- [Prevent Duty](#) (included throughout this policy)
- [Prevention and Tackling of bullying policy](#)
- [Online Safety Policy](#)
- [Acceptable use Policy \(ICT\)](#)
- [Data Protection Policy](#)
- [Use of Image Policy](#)
- [Whistleblowing Policy](#)
- [Staff Code of Conduct/Staff handbook](#)
- [Whole School Behaviour policy](#)

#### **4 Ethos**



**LISAL recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:**

- ALL staff, volunteers and trustees contribute to an ethos where children feel secure and safe.
- ALL children have opportunities to communicate and know that they are listened to
- ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe
- ALL children know that they can communicate with any adult in school if they are worried or in difficulty
- ALL staff will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe
- ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential
- ALL staff, volunteers and trustees will establish effective, supportive and positive relationships with parents, carers, pupils and professionals

## **5 Roles and responsibilities**

**All staff, volunteers and trustees** have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil with a **child-centred approach**
- Contribute to, and maintain a **high safeguarding ethos** within the setting, with safeguarding pupils at the forefront of practice at all times
- Ensure ALL children have opportunities to communicate and know that they are **listened to**
- Contribute to **providing a curriculum** which will equip children with the skills to keep themselves safe and develop an attitude which will enable them to enter adulthood successfully and reach their full potential
- Establish effective, supportive, and **positive relationships** with parents, carers, pupils and other professionals
- Maintain an attitude of '**it could happen here**' where safeguarding is concerned
- Be proactive to provide a **safe and secure environment** in which pupils can learn
- Be prepared to **identify** pupils or families who may benefit from **Early Help**
- Be aware of the **school's individual procedures** that support safeguarding, including all policies, internal reporting procedures, information and engage with training provided
- Be aware of the role and **identity of the DSL** and deputy DSLs and seek them for advice if required

- Undertake **safeguarding training**, including online safety training, during induction and subsequently on a regular basis (at least annually) including receiving bulletins, emails and briefings. Staff should undertake **Prevent awareness training** at least bi-annually
- Report cases or any little niggles of suspected abuse to the DSL. This should be done as soon as possible using the school's agreed format
- Be aware of and **understand the procedure to follow** in the event that a child confides they are being abused, exploited or neglected, in a timely manner
- Maintain appropriate **levels of confidentiality** when dealing with individual cases
- **Reassure victims** that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Be aware of the **local Early Help process** and understand their role in it.
- Be aware of, and understand, the process for making referrals to Children's Social Care, understanding that **anyone can make a referral**
- Understand how to make a referral to CSC and/or the police immediately, if at any point there is **a risk of immediate serious harm to a child**
- Be aware of **safeguarding issues** that can put pupils at risk of harm.
- **Be aware of behaviours linked to issues** such as drug-taking, alcohol misuse, deliberately missing education, sharing indecent images, extremist behaviour and other signs that pupils may be at risk of harm
- Be fully aware of the importance of **mental health in relation to safeguarding** and that all staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Be aware that **a pupil may not feel ready** or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Monitor all pupils, particularly those that are deemed vulnerable
- Report any concerns regarding adults conduct to the DSL or Trustee with responsibility for Safeguarding
- All staff, if they have concerns, should act upon these concerns immediately and should always speak to the DSL, or Deputy DSL in the DLS's absence (See flowchart in Appendix 4), early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of the trustee body, or Children's Social Care, to discuss safeguarding concerns if the DSL or their Deputy is not immediately available
- Use communications with parents/carers to reinforce the importance of children being safe online.

**Visitors. We ensure that visitors to school do not pose a risk to children at our school by ensuring that:**



- visitors to school sign in and wear an identification badge to indicate they have done so
- ALL staff and volunteers and children, where appropriate, will challenge visitors to school who are not wearing correct identification
- visitors sign out and remove/hand in their identification when they leave the school
- visitors are aware of who to speak to if they are worried about a child during their visit
- visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL, or school office manager
- visitors will behave in a way that is compliant with the school's Code of Conduct
- visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the DSL or school office manager.
- visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit
- when there are several visitors to the school at the same time (such as for an assembly etc) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate
- when visitors undertake activities with children, content of the activity will be agreed with the DSL, prior to the visit
- 

#### Teachers and all staff, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the '**Teachers' Standards' (teachers only)**.
- Report, by law, any disclosures of FGM to the police.

#### The Trustee body has a duty to:

- Take **strategic leadership responsibility** for the school's safeguarding arrangements
- Ensure that the school **complies with its duties** under the above child protection and safeguarding legislation
- Ensure that all trustees receive **appropriate safeguarding and child protection training** upon their induction and that this training is updated regularly
- Ensure that staff working directly with children **read and understand and follow** at least Part one of KCSIE September 2023
- Ensure a **named Trustee takes leadership responsibility** for safeguarding arrangements and receives appropriate training in the management of safeguarding.
- Attend Prevent training at least bi-annually
- Appoint a member of staff from the SLT to the **role of DSL** and one or more deputy DSLs to provide support and ensure that they are trained to the same standard as the DSL and that the roles are explicit in their job description(s). Ensure the provision of appropriate support, funding, training, resources, and time to carry out their role

- Support and monitor a **whole-school approach to safeguarding**; this includes ensuring that safeguarding and child protection are at the forefront and **ethos** remains consistently high
- Ensure **systems are in place for children to confidently report abuse**, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible. Ensure that the **voice of the child** is heard and acted upon.
- Ensure **effective and appropriate policies** and procedures are in place
- Make sure that **pupils are taught about safeguarding**, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Adhere to statutory responsibilities by conducting **pre-employment checks on staff** who work with children
- Ensure the school has **clear systems and processes in place for identifying possible mental health problems in pupils**, including clear routes to escalate concerns and clear referral and accountability systems
- Ensure that at least one person on any recruitment panel has undertaken **safer recruitment training**
- Ensure that **all staff receive relevant safeguarding and child protection training** updates, e.g. emails, as required, but at least annually, including a thorough induction
- Ensure that there are transparent procedures in place to handle **allegations against teachers, other staff**, trustees, supply staff, volunteers, visitors and contractors
- Confirm that there are **procedures in place to make a referral to the DBS** and the Teaching Regulation Agency (TRA), where appropriate, if a member of staff, teacher, trustee, volunteer or visitor in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
- Ensure that appropriate disciplinary procedures are in place, as well as **policies pertaining to the behaviour of pupils and staff**
- Ensure that **procedures are in place to eliminate unlawful discrimination**, harassment and victimisation, including those in relation to child-on-child abuse.
- Appoint a **designated teacher to promote the educational achievement of CLA** and ensure that this person has undergone appropriate training. Though currently there is no designated CLA at LISAL the SENDCO is responsible for CLA under her inclusion role
- Ensure that the **appropriate level of check** is completed on Trustees
- Create a culture where **staff are confident to challenge** senior leaders over any safeguarding concerns
- Understand that online safeguarding is an interrelated and running theme through safeguarding practice. Ensure that **children are safe online** by ensuring that appropriate filters and monitoring systems are in place and are regularly reviewed. Ensure



that relevant staff understand the systems in place, manage them effectively and know how to escalate concerns when identified; understanding those children that are potentially at greater risk of harm, along with the proportionality of costs versus safeguarding risks. See our [Online Safety Policy](#).

- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation and prevent the risk of escalation in the future
- Ensure that **safeguarding is embedded within the curriculum**
- Ensure staff in school are aware of, and policies are personalised to reflect, an understanding of specific issues such as mental health, **child-on-child abuse** and safeguarding children with disabilities and special educational needs e.g. Nudes and Semi-nudes, FGM
- Partake and complete the **S175/175 audit tool** on a bi-annual basis (at least) as directed by the Local Authority (I think it is due again this year)
- Be aware of their obligations under the **Human Rights Act 1998**, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements
- Ensure that all practice and procedures operate with the best interests of the child at the centre with a **firm child-centred approach**.
- Put in place safeguarding responses in cases where children go missing from education
- Ensure that DSLs and all staff, volunteers and Trustees are trained and updated regarding safeguarding regularly in compliance with [Keeping children safe in education Sep 2023.pdf](#)
- Prevent people who pose a risk of harm from working with children
- Ensure that all staff and parents/guardians/carers are aware of what to do if there are concerns around a child<sup>1</sup>.

#### The DSL has a duty to:

- Take **lead responsibility for safeguarding** and child protection, including online safety, and understanding the filtering and monitoring systems and processes in place, ensuring their effectiveness) whilst creating a culture of safeguarding throughout the setting, continually raising the profile and maintaining a commitment to safeguarding the welfare of all children at LISAL.
- Provide **advice, support and expertise to other staff** on child welfare, safeguarding and child protection matters.

<sup>1</sup> Appendix 1 refers to 'What to do if you are concerned about a child'

- **Take part in strategy discussions**, inter-agency meetings and Child Protection Conferences and/or support other staff to do so.
- **Contribute to the** assessment of children, and/or support other staff to do so
- **Be available** during school hours for staff to discuss any safeguarding concerns
- Ensure that all staff receive **appropriate safeguarding training**
- Arrange, alongside the school, adequate and **appropriate cover** for any activities outside of school hours or terms.
- Refer cases:
  - To CSC where abuse and neglect are suspected, and support staff who make referrals CSC
  - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
  - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
  - And to any other appropriate identified agency or partner.
- Act as a **point of contact** with the multi-agency partners
- Ensure **effective communication** and information sharing (when appropriate) between Deputy DSL's/ SLT/Trustees.
- Liaise with staff when deciding whether to make a referral by **liaising with relevant agencies** so that children's needs are considered holistically
- Liaise with the **senior mental health lead** and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote **supportive engagement with parents** in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with relevant staff, **taking lead responsibility for promoting educational outcomes** for children, by understanding the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, knowing the safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - Ensuring that the school knows which pupils have or had a social worker
  - Understanding the academic progress and attainment of these pupils
  - Maintaining a culture of high aspirations for these pupils
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential



- Understand the difficulties children might have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Ensure that **child protection files are kept updated** and secure, monitoring the quality and accuracy of logs
- Ensure that a pupil's child protection **file is transferred** as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared to support a child's journey
- Ensure **all stakeholders understand the Child Protection Policy**, Keeping Children Safe in Education 2023 and internal procedures to report any concerns. Ensure this information is given in **induction** and at regular intervals/ training
- Work with the trustees to ensure the school's **Child Protection and Safeguarding Policy** and the procedures are up to date and **reviewed annually**.
- Ensure the school's **Child Protection and Safeguarding Policy is available publicly**, ensure that parents are aware of schools' responsibilities regarding safeguarding and child protection
- Undergo **DSL training**, and update this training at least every two years to remain compliant
- Ensure opportunities for **further training** and opportunities for upskilling are taken on a regular basis (at least annually)
- Have due regard to the **PACE Code C 2019** in regards to the role of an appropriate adult
- Encourage a culture of listening to children promoting **the voice of the child**
- **Recognise the importance of information sharing**, including within school, with other schools and with the safeguarding partners and other agencies by understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
- Undertake **Prevent** awareness training
- Be provided with appropriate support and **supervision** in order to carry out the role safely and effectively
- Liaise with the Local Authority Personal Advisors for any Care Leavers.
- Have due regard to Appendix C of Keeping Children Safe in Education 2023– 'The Role of the Designated Safeguarding Lead'
- Raise awareness of Safeguarding throughout school
- DSLs must take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).

LISAL recognises that Deputy DSL's must be trained to same standard as the DSL.





**The designated teacher** has a responsibility for promoting the educational achievement of CLA<sup>2</sup> and previously CLA (PLAC<sup>3</sup>), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. In our setting, this is our SENDCo – Elspeth Mukerji.

## 6 Training and Induction

LISAL recognise the importance of ongoing staff training and development to keep staff aware of emerging issues and keeping the ethos of safeguarding high. Everybody has a role to play in safeguarding our children and we strive to ensure all staff are well informed and know what to do if they have any concerns. Staff members will undergo safeguarding and child protection training at induction, which will be updated on a regular basis and/or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Child-on-Child Abuse procedures.
- The Staff Code of Conduct
- Part one and Annex B of 'Keeping children safe in education' (KCSIE 2023)
- The Whole School Behaviour Policy.
- Children Missing from Education Policy and / or The Attendance Policy, including the safeguarding response to children who go missing from education.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSL(s)
- How to record concerns in your setting.
  - *Ensure records are kept of all inductions*

Following induction LISAL recognises the need to ensure continual, effective training to staff and other stakeholders via the following measures:-

- ALL staff and volunteers will receive Safeguarding Training (at least) annually
- The DSL/s will provide ALL staff, volunteers and trustees with regular safeguarding updates
- ALL staff, volunteers and trustees will read and show an understanding of any updates that are provided
- DSLs will attend DSL training every 2 years and update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- The DSL will undertake **Prevent awareness training**

<sup>2</sup> Children Looked After

<sup>3</sup> Previously Looked After Children



- At least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years
- ALL staff, volunteers and trustees will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer abuse, Online Safety, FGM etc as is deemed necessary by the SLT/DSL and that is particularly relevant to the context and needs of the setting
- Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s
- Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school
- Detailed records will be held of staff safeguarding training and ensure that no training becomes out of date.
- The DSL and the Deputy DSL will be trained to Level 3 or above Safeguarding by attending face to face CPD training. ALL staff, Trustees and volunteers will carry out Level 2 Safeguarding Young People training on Educare.
- All staff in regulated activity will also be trained in **Child Protection, Child Mental Health, PREVENT, Online Safety, and Peer on Peer Abuse** (which now includes Upskirting) awareness Training on Educare
- All Trustees will access **Safeguarding Young People** training on Educare. The Trustee with Responsibility for Safeguarding will also access **Child Protection, PREVENT, Peer on Peer Abuse and Online Safety** training
- On induction all volunteers and staff will receive a **'face to face' session with the DSL** which includes **Keeping Children Safe in Education** (Part One), Guidance for **Safer Working Practice, Code of Conduct and Whistleblowing Policy**. The role of the DSL and Deputies, including safeguarding response to children who go missing from education, and reference to **Whole School Behaviour Policy** and **Attendance Policy** will be highlighted.
- The DSL/s will provide ALL staff, volunteers and trustees with regular safeguarding updates. Safeguarding is a standing item at the weekly College Meeting and Trustees' monthly meetings and it is reported on.



## 7 Multi-Agency Working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. Further details on [www.lancashiresafeguarding.org.uk](http://www.lancashiresafeguarding.org.uk)

The school will be fully engaged, involved, and share information with local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.

The school will work with Children & Family Well – Being Team, Children Social Care (CSC), the Police, Health services and other relevant partners and agencies for the benefit of families and children ensuring contribution to multi-agency plans to provide additional support.

Where a need for Early Help is identified, the school will allow access for CSC from the host Local Authority and, where appropriate, a placing Local Authority, for that Local Authority to conduct (or consider whether to conduct) a section 17 or 47 assessment.

LISAL also recognises the particular importance of inter-agency working in identifying and preventing Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).

### Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for Early Help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

**Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.** If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

The school has a service level agreement with Lancashire County Council Safeguarding Team. This gives the school access to their helpline for advice, and access to CPD.

## 8 Early Help

Early Help means providing support as soon as the need emerges, at any point in a child's life. Staff at LISAL I recognises that any professional can provide Early Help. Any pupil or



family may benefit from Early Help, but staff will be alert to the potential need specifically for Early Help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs
- Have SEND, regardless of whether they have a statutory EHC plan
- Have mental health needs
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Are frequently missing or going missing from care or from home
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation
- Are at risk of being radicalised
- Have family members in prison, or are affected by parental offending
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse
- Misuse drugs or alcohol.
- Have returned home to their family from care
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day
- Show any other early signs of abuse, neglect any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children including mental health support.

The DSL and/or SENDCo will take the lead where **Early Help** is appropriate and consent has been gained. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local **Early Help** process will be followed as required to help provide the right, effective support at the right time.

[Early Help Assessment - information for professionals - Lancashire County Council](#)

Staff may be required to support other agencies and professionals in an **Early Help** assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review assessing the impact of the support.

**We therefore ensure that:**

- All staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help and can follow school procedures to share this with the DSL
- DSLs and/or SENDCo will undertake a Family Early Help Assessment, when appropriate, to identify what Early Help is required

- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on Team Around the Family (TAF) meetings where it is appropriate for them to do so
- DSLs will follow the local safeguarding processes and refer to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using [Working well with Children and Families in Lancashire Guidance](#)
- ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements
- DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families
- DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help
- DSLs will generally lead on Early Help cases.

## 9 Abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

**Abuse** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

**Physical abuse** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child. Staff are aware of Female Genital Mutilation (FGM), a form of Physical abuse.

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

**Sexual abuse** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

**Neglect** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- All staff will be aware of the indicators of abuse and neglect and be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with contextual factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms.)
- All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, radicalisation and the sharing of indecent images.
- ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported - Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.
- ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns, in the appropriate manner to the DSL. Specific issues include (but are not limited to):

## 10 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's mental health, behaviour and education, as victims in their own right, if they see, hear or experience the effects of domestic abuse or experience it through their own intimate relationships. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

LISAL has commitment to Operation Encompass and informing all stakeholders of the initiative. The lead person for Operation Encompass is Elspeth Mukerji. [www.operationencompass.org](http://www.operationencompass.org)

In some cases, a child may blame themselves for the abuse or may have to leave the family home as a result. ALL staff and those volunteers working directly with children understand what domestic abuse is and the potential impact upon children and how this might be displayed. Access to relevant training on Educare is made available to all staff and those volunteers.

### **11 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.

### **12 Children absent from school**

Staff will be aware a child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation (FGM) or radicalisation. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the School Attendance Policy. The school will inform the Local Authority (LA) of any



pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more, in accordance with LA protocol.

To help identify the risk of abuse and neglect:

- There is an admissions policy and an attendance register
- All staff will be aware that children going missing from education can be a warning sign of safeguarding considerations and act on these in line with the Whole School Behaviour Policy 'Absconding'
- All staff will have read Annex A of Keeping Children Safe in Education 2023 and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children including;
  - o Children in the Court system;
  - o Children with family members in prison

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

LISAL will follow local guidance when children go missing from home

<https://www.safeguardingpartnership.org.uk/missing-from-home-protocol-trigger-plan/>

### 13 Children attending an approved educational activity

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

Pupils can only be recorded as attending an off-site activity if it is approved by the school, of an educational nature and supervised by someone authorised by the school. Ultimately, school are responsible for the safeguarding and welfare of pupils taking part in an off-site educational activity so it would be reasonable to expect that the school would only authorise someone who was answerable to the school to supervise an activity. Such activities include:

- Dual registered at another school
- Participating in a supervised sporting activity
- Educational visit or trip
- Work experience.

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.



## 14 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)
- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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 for the purpose of transporting drugs. In these cases a referral to the [National Referral Mechanism](#) should be considered in addition to normal safeguarding procedures.

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

### 15 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.
- Through exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including online bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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.

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.

## **16 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, 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 \(proceduresonline.com\)](https://www.proceduresonline.com)

Further training is available for staff regarding concealed or denied pregnancy

[Concealed-and-Denied-Pregnancy-2020-7MB.pdf \(lancshiresafeguarding.org.uk\)](https://www.lancshiresafeguarding.org.uk)

## **17 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 (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking':

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA (National Crime Agency) and follow their normal Safeguarding procedures

### **18 Female Genital Mutilation (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. It is encompassed within the term Honour Based Abuse (HBA).

FGM is included in the definition of 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.

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.

## 19 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

## 20 Extremism & Radicalisation

**Extremism** refers to the vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces. **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.



**Terrorism** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alerted to changes in pupils' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation and ensure that all staff and governors have received appropriate and up-to date training. The DSL will hold formal training sessions with all members of staff, trustees and volunteers to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

- The [Online Safety Policy](#) will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software and supervision is in place
- DSLs understand when it is appropriate to make a referral to the Channel Panel and are aware of how to do so. 'Notice. Check. Share.'
- LISAL has an up-to-date risk assessment– embedded below.



## The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as **the Prevent duty**, forming part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policy.

LISAL will ensure that ALL staff, trustees and volunteers are informed and have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty' and follow guidance from [www.lancashirepreventpartnership.org.uk](http://www.lancashirepreventpartnership.org.uk)

Prevent referral process -



Prevent%20%20Channel%20referral%20p

Prevent Lead	Ola Mustapha
Prevent Governor Lead	Maia Galarraga
Prevent Curriculum Lead	Elspeth Mukerji

## 21 Private fostering

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

## 22 Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison?](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.



### 23 Child-on-Child abuse including sexualised abuse

**Child-on-Child abuse** is defined as abuse between children under the age of 18.

LISAL has a **zero-tolerance approach to abuse**, including Child-on-Child abuse.

LISAL will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://www.proceduresonline.com)

All staff will be aware that Child-on-Child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of Child-on-Child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that Child-on-Child abuse is not occurring. All staff will speak to the DSL if they have any concerns about Child-on-Child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-Child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting - – which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Under the Voyeurism Act 2019 a new law is introduced making up-skirting a criminal offence across England and Wales. [Circular-voyeurism-offences-act-2019.pdf](#)
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexting (also known as youth produced sexual imagery).





All staff will be clear as to the school's policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will need to understand the terminology and definition of Up-Skirting and that it is a criminal offence so that they can address the implications of the practice with the whole school community

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL / SLT.

The school's procedures for managing allegations of Child-on-Child abuse are outlined in the [Whole School Behaviour Policy](#). Staff will follow these procedures, as well as the procedures outlined in the school's Prevention and Tackling of Bullying Policy where relevant.

LISAL and the DSL will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

**Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**

- the victim
- the alleged perpetrator



- all other children (and if appropriate adult students and staff).
- Risk assessments will be recorded and kept under review as a minimum termly.
- Refer to Guidance in Keeping Children Safe in Education Sept 2023, Part 5.

#### **24 Serious violence**

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment or trauma.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

#### **25 Online safety and personal electronic devices**

LISAL will adhere to the [Online Safety Policy](#) at all times and is committed to keeping children safe online. The school recognises that addressing online safety issues should form an integral part of the school's safeguarding arrangements.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.



The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. This system will be monitored and reviewed with any inappropriate behaviours or searches being followed up appropriately.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

- When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the Online Safety Policy and the Whole School Behaviour Policy
- The school has developed a whole school online safety curriculum and has informed parents and guardian of the importance of this.
- No pupil is allowed to bring a mobile phone into school, unless in exceptional circumstances and with agreement with the school (see section Cameras, Mobile Phones and Devices here below). However, were the need to search a pupil for a mobile device arises, DfE advice: [Searching, Screening and Confiscation](#) will be followed. A copy of this departmental advice is kept in the School's Safeguarding Portfolio
- ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour
- Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Whole School Behaviour Policy [WHOLE\\_SCHOOL\\_BEHAVIOUR\\_POLICY.pdf](#)

Staff will be aware that ongoing in-person monitoring is required in addition to the software in place as it is vital staff don't rely solely on IT systems as this may leave some children vulnerable.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

### **Personal electronic devices**

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the [Acceptable Use policy](#).

Where photographs and videos will involve pupils who are CLA, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are CLA or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.



Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures. LISAL is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner.

School will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children, for use in school, to market the school or to share on social media / internet
- staff, visitors, volunteers and students do not use their own mobile phones or devices to take or record any images of children except in the below condition
  - All staff must register their electronic devices on the Acceptable Use Agreement. Only with the expressed permission of the DSL, members of staff can use then use their device to capture children's work; class teachers and office staff can use their devices for capturing images of children and only when they have registered their device with a Bring Your Own Devices agreement and their device is not linked to any virtual storage such as icloud or googlemail. The office must be notified prior to taking the device into an area where the children are situated, all pictures will be TRANSFERRED by the staff member onto the school hard drive, and then all photos must be deleted before leaving the school premises with their device. For more information see the Use of Image Policy
  - The school has appropriate filters and monitoring systems in place regarding use of the internet by staff, children and other adults in school

## Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **“Operating equipment”** includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

## 26 Sharing nude and semi-nude images

Formerly referred to as 'Sexting', sharing nudes and semi-nudes 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.* (UKCIS, 2020)

UKCIS – Sharing nudes and semi-nudes: advice for education settings (UKCIS, 2020)



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

The school will ensure that staff are aware to treat the sharing of indecent images as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with such instances in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.
- Be aware that they should never view, download or share the imagery, or ask a child to share or download – this is illegal
- Staff will not delete the imagery or ask the young person to delete it.
- Staff will not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL
- Staff will keep details of the incident confidential, reporting this to the DSL

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.



- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- never copy, print, share, store or save them; this is illegal.
- discuss the decision with the headteacher or a member of the senior leadership team
- make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the headteacher or a member of the senior leadership team
- make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team.
- wherever possible, make sure viewing takes place on the premises of the education setting, ideally in the headteacher or a member of the senior leadership team's office
- make sure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images
- record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions.
- if any devices need to be taken and passed onto the police, the device(s) should be confiscated and the police should be called.

The above summarised points are explained in further detail with important supporting guidance in the UKCIS guidance – Sharing nudes and semi-nudes: advice for education settings

Where the incident is categorised as 'aggravated', the situation will be managed in line with the school's Peer-on-Peer Abuse Policy. Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to CSC. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

## **27 Context of safeguarding incidents**

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSL(s), will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSC or external agencies.

## **28 Pupils potentially at greater risk of harm**

LISAL recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

- **Pupils who need social workers**

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL within each school will hold and use information from their LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare and educational outcomes, e.g. considering the provision pastoral or academic support and support with behaviour.

- **Home-educated children**

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, LISAL will ensure it informs their LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from a school within the trust for EHE, the school and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

Where children are removed from roll for Elective Home Education and there are safeguarding concerns, school will ensure that concerns are shared with the LA.



- **CLA**

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. Previously CLA, also known as care leavers, can also remain vulnerable after leaving care.

The school will ensure that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

- **Pupils with SEND**

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Pupils with SEND or disabilities are nearly 4 times more likely to be a victim of abuse
- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

- **LGBTQ+ pupils**

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. All staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

- **Adverse Childhood Experiences and trauma**





We acknowledge that children who have experienced adverse childhood experiences and trauma may be at increased risk of developing health and social difficulties.

All staff will be made aware of the long lasting impact of experiencing adversity and the lasting effect trauma can have on a child's development.

Where a pupil is known to have experienced trauma, appropriate arrangements will be made to provide support based on the needs of the pupil and in line with all relevant guidance and policies. This may include close multi-agency working with external services.

## **29 Extracurricular activities and clubs**

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSC or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

LISAL will always consider safeguarding arrangements when an extracurricular activity or club is arranged in view of DSL availability or ensuring that a transfer of control document has been completed for external agencies and the school is satisfied that the agency has appropriate safeguarding policies and procedures in place.

Where the governing board/body hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's guidance on keeping children safe in out-of-school settings in these circumstances.

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.



### 30 Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and that appropriate safeguarding and child protection policies are in place.



### **31 Managing referrals**

All staff members, in particular the DSL, will be aware of the Local Authority's' arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSC or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSC. Where CSC decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSC decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as Early Help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as, in-school interventions; is effective support; and knows where they can access additional support.

If the school are dissatisfied, local escalation procedures will be followed. [8.1 Resolving Professional Disagreements \(Escalation and Conflict Resolution\) \(proceduresonline.com\)](#)

### **32 Concerns about staff and safeguarding practices**

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the DSL/SLT or in the case of low-level concerns, the DSL. If the concern is with regards to the DSL/SLT, it will be referred to the chair of trustees.

Any concerns regarding the safeguarding practices at the school will be raised with the Senior Leadership Team (SLT), and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an



issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

### **33 Allegations of abuse against staff and low level concerns**

There are clear policies in line with those from the CSAP (Children's Safeguarding Assurance Partnership) for dealing with allegations against people who work with children.

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Whistleblowing Policy – a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

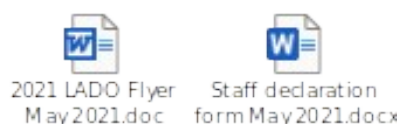
When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as “low-level concerns”. Allegations that meet the harms threshold include instances where staff have:

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

All staff at LISAL are aware of these procedures and aware of the following expectations and protocol: -

- ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff) conduct to the SLT/DSL
- ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the SLT/DSL to the nominated Trustee and how to contact them
- The SLT/DSL and/or Chair of Trustees will discuss the allegation with the Local Authority Designated Officer (LADO)
- CSAP procedures for dealing with allegations against staff will be followed [http://panlancashirescb.proceduresonline.com/chapters/p\\_allegations.html](http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html)
- ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform DSL / SLT if any adult's conduct gives cause for concern

- All staff recognise the importance of sharing and reporting low-level concerns (see below guidance on low-level concerns) surrounding staff or any adult in a position of trust to the **SLT**
- Complaints about the DSL should be reported to the Trustee responsible for Safeguarding; and complaints against the Trustees responsible for Safeguarding should be reported to the Chair of Trustees;
- Complaints about the Chair of Trustees should go directly to the LADO
- ALL staff are aware of the school's Whistle Blowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. This is in the Staff Handbook.
- Staff are fully aware of Guidance for Safer Working Practice 2022 and Staff Code of conduct / Handbook and are aware of professional expectations of their own behaviour and conduct.
- Further information, LADO information and flowchart of how allegations are managed: -



LISAL recognises that children may make disclosures against someone who is in a position of trust not in the school setting. This may be an adult in a place of worship, a sports coach or a club leader. After ensuring that the child is safe, we recognise that we must refer to the LADO and share information.

- **Low Level Concerns**

LISAL ensure that all staff are aware of how to recognise and report **low level concerns** around staff behaviour or conduct.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

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

Examples of such behaviour could include, but are not limited to:

- being over friendly with children



- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

LISAL will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. LISAL will strive to embed a culture of openness, trust and transparency in which the school's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

LISAL will ensure that staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All staff are clear on how to report low level concerns and will be empowered to do so. Staff must report their concerns to the SLT/DSL. If concerns are surrounding the SLT, this must be referred to the Chair of Trustees. Guidance from Keeping Children Safe in Education, September 2023 will be followed in view of recording and storage of such concerns.

If in doubt whether the concern is a low-level concern, SLT/DSL will consult with LADO for guidance.

The governing body will ensure low level concern procedures and staff behaviour expectations are clearly addressed within the staff code of conduct and procedures are implemented effectively, ensuring that appropriate action is taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with any concerns.

### **34 Safer recruitment**

LISAL is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:

- Keeping Children Safe in Education, September 2023, Part 3 guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff



An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for teaching, training, instructing or the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.  
(Regular is defined as; at least 3 times in a 30 day period.)

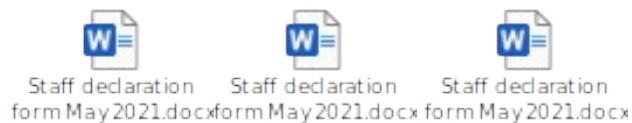
The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

School will ensure that:

- The appropriate DBS and suitability checks will be carried out for all trustees, volunteers, and contractors. The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria
- The original DBS certificate is seen for all appointees to the school, even where the on-line DBS system indicates that the check is clear
- There are sufficient staff/Trustees who have undertaken appropriate Safer Recruitment training in the last 5 years to enable at least one person on every recruitment panel to be appropriately trained and there are at least 2 people on each selection panel
- Written assurances will be obtained from agencies and other employers that provide staff to work in school, to confirm that appropriate pre-employment checks have been undertaken in line with Keeping Children Safe in Education, September 2023
- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- Conduct an online search as part of our due diligence on shortlisted candidates and volunteers. This may help identify any incidents or issues that have happened, and are publicly available online and will inform shortlisted candidates and volunteers of this procedure
- A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures



- Adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006.
- It is good practice to ensure that this declaration is renewed annually for those staff working in a relevant setting and evidenced using the LCC staff confirmation form (May 2021). This form will be retained and stored securely.



- When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved. If it is not resolved, this must be reported:- [disqualification@ofsted.gov.uk](mailto:disqualification@ofsted.gov.uk)
- Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.
- **Referral to the DBS**  
There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
  - engaged in relevant conduct in relation to children and/or adults, and/or
  - satisfied the harm test in relation to children and/or vulnerable adults, and/or
  - been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
- **Single central record (SCR)**

The school keeps an SCR which records all staff, including agency and third-party supply staff (for longer placements), and teacher trainees on salaried routes, who work at the school even if they work for one day.

### **Proprietor bodies, including academies, free schools and independent schools**

All members of the proprietor body (for LISAL it is ALL Trustees) are also recorded on the SCR.

The following information is recorded on the SCR:





- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions
- Any other information deemed relevant.

If any checks have been conducted for volunteers or Trustees, these may also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

The details of an individual will be removed from the SCR once they no longer work at the school.

### **35 Review**

This Policy is subject to ongoing review; however, will be reviewed no later than September 2024. All staff have received a copy of this policy.

**LISAL is committed to safeguarding and promoting the welfare of its pupils and protecting them from “significant harm”.**

If you suspect a child is being abused consult the current School's Safeguarding and Child Protection Policy or follow the steps below:  
Report immediately to the Designated Safeguarding Lead (DSL). In the absence of the DSL, report to the Deputy DSLs. If the DSL or deputy cannot be contacted, phone the MASH team. The Local Authority Designated Officer (LADO) for LCC can be contacted for advice on allegations against staff. If an allegation is made against a member of staff this must be referred to the DSL. If the allegation is against the DSL this must be referred to the Trustee with responsibility for Safeguarding.



<b>36 Safeguarding and Child Protection Key Personnel, Roles and Training</b>		
Designated Safeguarding Lead	Elsbeth Mukerji	DSL Training: Renewal date: 211/11/2023
Deputy DSL (s)	Ola Mustapha	DSL Training: Renewal date: 11/11/2023
Deputy DSL (s)	Kathryn Flasby	DSL Training: Renewal date: 20/10/2024
Chair of Trustees	Gabi Cani	Safeguarding Training completed: 22/11/2023 Prevent Training Completed 8/12/2023
Safeguarding Trustee	Maialen Galarraga Gallastegui	Training completed: Child Protection and Safeguarding for Governors Date: 21/06/2021
Prevent Lead	Ola Mustapha	Training completed: Date: 14/03/2019 Retrained: 06/10/2022
<b>All staff above can be reached on 01524 381876</b>		
LCC School Safeguarding Officers Victoria Wallace & Mechelle Lewis and Sarah Holyhead		01772 531196 <a href="mailto:school.safeguarding@lancashire.gov.uk">school.safeguarding@lancashire.gov.uk</a>
LCC MASH Education Officers Matt Chipchase & Martine Blokland		Martine Blokland 01254 220914 <a href="mailto:Martine.blokland@lancashire.gov.uk">Martine.blokland@lancashire.gov.uk</a>  Matt Chipchase 01254 220989 <a href="mailto:matt.chipchase@lancashire.gov.uk">matt.chipchase@lancashire.gov.uk</a>
LADO – Local Authority Designated Officer Tim Booth, Donna Green & Shane Penn		01772 536694 <a href="mailto:LADO.admin@lancashire.gov.uk">LADO.admin@lancashire.gov.uk</a>
MASH – Multi-Agency Safeguarding Hub		0300 123 6720 between 8.00am – 5.00pm 0300 123 6722 between 5.00pm – 8.00am
Whistleblowing	01772 532500	Whistleblowingcomplaints@lancashire.gov.uk

<b>Glossary</b>	
<b>Acronym</b>	<b>Definition</b>
<b>CCE</b>	Child Criminal Exploitation
<b>CLA / PLAC</b>	Children Looked After / Previously Locked After Children
<b>CSAP</b>	Children's Safeguarding Assurance Partnership
<b>CSC</b>	Children's Social Care



<b>CSE</b>	Child Sexual Exploitation
<b>DSL</b>	Designated Safeguarding Lead
<b>FGM</b>	Female Genital Mutilation
<b>HBA</b>	Honour Based Abuse
<b>KCSIE</b>	Keeping Children Safe in Education
<b>LA</b>	Local Authority
<b>LGBTQ+</b>	Lesbian, Gay, Bisexual, Transgender, Queer (or sometimes questioning), and others. The "plus" represents other sexual identities including pansexual and Two-Spirit
<b>SLT</b>	Senior Leadership Team
<b>TRA</b>	Teaching Regulation Agency



## APPENDIX 1: WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD

If you have concerns outside the immediate environment, e.g. about a parent or carer:

Report your concerns to the DSL who will seek advice and/or make a referral to the Social Care Team or the Police as soon as possible.

If the DSL is not available, you should report your concerns to the deputy DSL. This is to ensure there is no delay in seeking advice or making a referral.

The Safeguarding Team will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child.

You should maintain confidentiality on a need to know basis only.

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

The reasons for your concern

Full name and date of birth of the child

Names and dates of birth of the child's family/household members

Other agencies/professionals involved with the family

The child's first language and any special needs

The child's developmental needs, family and environmental factors and parenting capacity ☐ Any work you may have already undertaken with the child and family

### **If you have allegations or suspicions about someone working with children or young people:**

It is not the responsibility of anyone working within LISAL in a paid or unpaid capacity to decide whether child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

LISAL assures all staff/volunteers that it will fully support and protect anyone who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person who works with children in connection with their employment, voluntary or personal activity, has:

Behaved in a way that has harmed, or may have harmed, a child

Possibly committed a criminal offence against, or related to, a child

Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children.

These behaviours will be considered within the context of the four categories of abuse: physical abuse, sexual abuse, emotional abuse and neglect (see Appendix 2 for more details). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:



Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (ss16-19 Sexual Offences Act 2003) [section/16](#); [section/17](#); [section/18](#); [section/19](#)  
Grooming, i.e. meeting a child under 16 with intent to commit a relevant offence (s15 Sexual Offences Act 2003) [section/15A](#)

Other grooming behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/e-mail messages or images, gifts, socializing etc.)

Possession of sexual images of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It includes everyone who works in LISAL including administrative and other support staff.

## [ACTION IF THERE ARE CONCERNS](#)

### Concerns about poor practice:

If, following consideration, the allegation is clearly about poor practice, the Chair of the Trustees will deal with it as a misconduct issue and refer to the Staff Code of Conduct to decide whether disciplinary action should be taken using the Staff Disciplinary Procedure.

If the allegation is about poor practice by the DSL, or if the matter has been handled inadequately and concerns remain, it should be reported to the Chair of Trustees who will decide on whether disciplinary action should be taken and the next steps to take.

### Concerns about suspected abuse:

Any suspicion that a child has been abused either by a member of staff or by a volunteer must be immediately reported to the DSL and a report made in writing using the 'Record of Concern' forms located in the staff room wooden cabinet, who will take such steps as considered necessary to ensure the safety of the child in question and any other child or children who may be at risk.

The DSL will refer the allegation to the Safeguarding Team who may involve the Police. All allegations against people who work with children will be passed on to the Local Authority Designated Officer (LADO).

The parents or carers of the child will be contacted as soon as possible following advice from the Safeguarding Team.

If the DSL is the subject of the suspicion/allegation, the concern must be shared with the Safeguarding Trustee (Maia Galarraga) who will liaise with the LADO.



### INTERNAL ENQUIRIES AND SUSPENSION

The DSL will liaise with the Chair of Trustees and Safeguarding Trustee and make an immediate decision about whether any individual accused of abuse should be suspended temporarily pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO.

Irrespective of the findings of the Social Care Team or Police enquiries the Chair of Trustees along with the Trustees will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision, particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Trustees must reach a decision based on the available information which could suggest that on balance of probability it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

### ALLEGATIONS AGAINST PUPILS

Staff should recognise that children are capable of abusing their peers. At LISAL we recognise the different forms that peer on peer abuse can take, we are clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. In relation to child protection and safeguarding, we are particularly aware of sexting and gender based bullying as highlighted in the KCSIE 2020 guidance (*also refer to Peer on Peer Abuse above*).

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record will be made of the allegation, but no attempt at this stage will be made to investigate the circumstances.

The DSL will contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).



It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.



## APPENDIX 2: FOUR CATEGORIES OF ABUSE

### **NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE**

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

We understand abuse to mean a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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.

Staff might find the definitions of these different type of abuse helpful:

#### **NEGLECT**

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional ill treatment 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 the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone.

#### **SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in any sexual activities, whether or not the child is aware of what is happening. They may include non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

#### **PHYSICAL ABUSE**

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 feigns the symptoms of, or deliberately causes ill health to a child whom they are





looking after. The situation is commonly described using terms such as fictitious illness by proxy or Munchausen by proxy.

When looking at the above, all staff and Trustees will be made aware that additional barriers can exist when recognising abuse and neglect of children with special educational needs (SEN) and disabilities. These can include:

assumption that indicators of possible abuse such as behaviour mood and injury relate to the child's disability without further exploration;

children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs and;

communication barriers and difficulties in overcoming these barriers.



### APPENDIX 3:

#### Risk Assessment for Volunteers (Current KCSIE compliant)

This risk assessment should be completed when considering whether a person applying to be a volunteer at the school should be asked to apply for a DBS with Barred list checks certificate.

Name of person applying to be a volunteer: \_\_\_\_\_

Will the person be in 'Regulated' activity? Y N

If yes, an enhanced DBS with Barred list check is required

Will the person not be in 'Regulated' activity? Y N

If no, you may still obtain an enhanced DBS without Barred List Check if you wish.

#### Considerations to take into account:

Have you verified the volunteer's identity?	
Does the volunteer hold a current enhanced DBS (check if barred list or not)	
Is the volunteer signed up to the DBS Update Service? Has a check been completed? Is it clear?	
How often will the volunteer be in school?	
What are the reasons given by the person for wanting to volunteer at the school?	
Does the person have any connection with the school?	
Which age range/ year group will he/she be working with?	
Is the person currently employed? Is the job linked to working with children?	
Does the person work elsewhere with children as a volunteer? E.g. Sunday school, other schools?	
What does the school already know about the volunteer? E.g. parent, family member	
Can the volunteer provide at least one reference (preferably two) from someone who is not a family member, is their current or past employer (if no longer working) or from any other voluntary sector they are working with	



Do the references state that the referee believes the person is suitable to work with children?	
Is the volunteer aware of any reason they cannot work with children?	
Is the school aware of any reason why the volunteer should not work with children?	

**Decision made following risk assessment** (guidance to support this decision is overleaf)

Application for an enhanced DBS application with Barred List Check **IS** required because the person is in Regulated Activity

Enhanced DBS application (without a Barred List Check) **IS** required (not in regulated activity)

Reasons for this decision: \_\_\_\_\_

Enhanced DBS application (without a Barred List Check) is **NOT** required (not in regulated activity)

Reasons for this decision: \_\_\_\_\_

<b>Designated Safeguarding Lead:</b> Ola Mustapha	<b>Trustee with responsibility for Safeguarding:</b> Maia Galarraga	<b>Chair of Trustees:</b> Nina Isabella Moeller
<b>Signed:</b>	<b>Signed:</b>	<b>Signed:</b>
<b>Date:</b>	<b>Date:</b>	<b>Date:</b>



Guidance to support the decision made

	HIGH RISK
<p>The person has no previous connection to the school AND cannot provide references from anyone other than family. They do not currently work and/or do not work in a voluntary capacity elsewhere. <i>There is no statutory reason for this person to have an enhanced DBS certificate. However, the school should consider whether the lack of corroborated evidence raises an unacceptable risk.</i></p>	
	MEDIUM RISK
<p>The person can provide suitable references for other work with children (paid or voluntary). References state they have no concerns about the person working with children. <i>There is no statutory reason for this person to apply for an enhanced DBS certificate. However, the school may wish to do so as no enhanced DBS has been seen</i></p>	
	LOW RISK
<p>The person is signed up to the DBS Update Service and checks are clear and/or the person has a recent enhanced DBS certificate and references state there are no concerns for his/her suitability to work with children and/or the person is well known by the school <i>There is no statutory reason for this person to have an enhanced DBS but the school can decide to obtain a new enhanced DBS (unless the person is signed to the update service and so this is no necessary)</i></p>	



**SCHOOL PROCEDURE:  
SAFEGUARDING CONCERN(S)**





# FEELING SAFE? FEELING SECURE?

If you have any concerns, however big or small tell an adult or contact any of the Safeguarding team below.



**ELSPETH MUKERJI**  
**DESIGNATED SAFEGUARDING LEAD**



**MAIALEN GALARRAGA GALLASTEGUI**  
**SAFEGUARDING TRUSTEE**



**OLA MUSTAPHA**  
**DEPUTY SAFEGUARDING LEAD**



**KATIE FLASBY**  
**DEPUTY SAFEGUARDING LEAD**

**We are always happy to hear from you and  
we want to support you**



## EXPECTATIONS OF ALL ADULTS IN SCHOOL LEAFLET FOR VISITORS

### Personal Responsibility and Professional Judgements

All adults are expected at all times to:

- act and be seen to act, in the best interests of pupils
- act as an appropriate role model
- ensure, as far as is reasonable, the health, safety and welfare of pupils
- take into account any specific or additional needs of the pupil
- always report any situation where a pupil becomes distressed or angry
- avoid any conduct which would lead any reasonable person to question their suitability to work with children or their motivation or intentions
- understand their role in school and take full responsibility for their own actions and behaviour
- not discuss their role or issues related to school in any capacity when using social media, such as Facebook
- never post on-line any text, image, sound or video that could upset or offend any member of the whole school community or bring the school or any professional role into disrepute
- adhere to the confidentiality agreement at all times

Adults in school should always seek to:

- support all human values, without expressing any prejudicial views or attempt to influence or impose their personal values, attitudes, political views or beliefs on pupils

### Safeguarding

All adults are expected to:

- read and understand their role as outlined in the Safeguarding Policy
- know who is the school's Designated Safeguarding Lead and Deputies
- be familiar with the school's arrangements for reporting and recording concerns and allegations
- take responsibility for recording and passing on information when it concerns the welfare of an individual attending the school setting
- report any concerns about a pupil or adult to the school's Designated Safeguarding Lead or Deputy



### **Mobile Phones and other devices**

#### **All adults must:**

- leave their mobile phones with the office, however contractors who need to use their phone during the time in school can do so in the Staff Room or outside. Parents who are only picking up their children are not required to do this, but are politely requested not to use their phones while in the building.

### **Photography, Videos and Other Images**

#### All adults are expected to:

- follow the school's Online Safety, Use of Image and Acceptable Use Policy
- only take close up photographs of pupils if they are to be kept in their assessment or evidence file, not for distribution in any way

#### All adults must never:

- take photographs of pupils for any other purpose other than as a record of their learning and activities, or to be used as promotional material (Only with Image Consent given)
- take photographs of pupils on their own personal equipment unless they have a Bring Your Own Devices Agreement (Senior teaching team only)

### **Communication**

#### All adults are expected to:

- use appropriate language to, or in the presence of, pupils
- refrain from making or encouraging others to make, unprofessional personal comments which could scapegoat, demean or humiliate, or which might be interpreted as such
- encourage appropriate discussions which do not offend or harm other people
- refrain from communicating, making contact with or responding to contact with pupils outside the purpose of their work
- refrain from giving out their personal details to pupils

### **ONE-to-ONE SITUATIONS**

#### All adults in school must:

- ensure that, wherever possible, there is visual access and/or an open door in one to one situations with pupils





## INFATUATIONS, PHYSICAL AND SEXUAL CONTACT

All adults in school must:

- maintain professional boundaries
- ensure that the way they offer comfort to a distressed pupil is age appropriate and always tell a member of staff when and how they offered comfort to a distressed pupil
- advise members of the management team of any regular social contact they have with a pupil which could give rise to concern
- avoid any sexual contact with pupils
- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with an adult in school

All adults in school must never:

- change or toilet in the presence or sight of pupils
- use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so
- touch a pupil in a way which may be considered indecent
- make, or encourage others to make sexual remarks to, or about, a pupil
- discuss their personal or sexual relationship with, or in the presence of, pupils

**If you have a concern about a child or adult in school you can report this using the below numbers**

**Local Authority Designated  
Officer:**

**Tim Booth**

**01772 536694**

**For any concerns about adults**

**The School Safeguarding Team**

**Designated Safeguarding Lead: Elspeth Mukerji**

**Deputy Safeguarding Lead: Ola Mustapha &**

**Katie Flasby**

**Trustee with responsibility for Safeguarding:  
Maialen Galarraga Gallastegui**

**LISAL: 01524 381876**

**[enquiries@lancastersteinerschool.org](mailto:enquiries@lancastersteinerschool.org)**