

## SAFEGUARDING, CHILD PROTECTION POLICY AND PROCEDURES

*Non Sibi Sed Aliis*

Your word is a lamp to my feet and a light to my path.

Psalm 119, vs 105

"We know that God's children do not make a practice of sinning, for God's Son holds them securely, and the evil one cannot touch them." **1 John 5:18**

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Autumn Term 2026

Next Review Date: Autumn Term 2027

Reviewed By: Mrs A Wilson

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APPROVED BY THE GOVERNING BOARD – Autumn Term 2026

# SAFEGUARDING, CHILD PROTECTION POLICY AND PROCEDURES

BALSHAW'S CE HIGH SCHOOL, CHURCH ROAD, LEYLAND, PRESTON, PR25 3AH

## Named staff/personnel with specific responsibility for Safeguarding and Child Protection

| Academic Year | Designated Safeguarding Lead & 'Back-Up' or Deputy DSL                                      | Nominated Governor   |
|---------------|---------------------------------------------------------------------------------------------|----------------------|
| 2025/26       | Mrs Angela Wilson DSL<br>Mr Steven Haycocks Deputy DSL<br>Mrs Charlotte Leathard Deputy DSL | Reverend Paul Davies |

### Operation Encompass

|                              |                                                              |
|------------------------------|--------------------------------------------------------------|
| Operation Encompass Lead     | Angela Wilson DSL                                            |
| Operation Encompass Back ups | Steven Haycocks -Deputy DSL<br>Charlotte Leathard Deputy DSL |

### PREVENT Duty

|                                                               |                                                                                                                                                                                                 |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPOC – Single Point of Contact in School for the PREVENT Duty | Angela Wilson DSL                                                                                                                                                                               |
| PREVENT Lead Teacher                                          | Angela Wilson DSL                                                                                                                                                                               |
| PREVENT Training                                              | Angela Wilson, Steven Haycocks, Charlotte Leathard – October 3 <sup>rd</sup> 2025<br><a href="https://www.gov.uk/government/news/prevent-duty-training-2025">Prevent duty training - GOV.UK</a> |

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

| Name of Staff Member / Governor | Date when last attended Safeguarding Training       | Provided by Whom (e.g. LCC, Governor Services)               |
|---------------------------------|-----------------------------------------------------|--------------------------------------------------------------|
| Angela Wilson                   | June 2026 - DSL Refresher Training                  | Natalie Barton - Lancashire County Council Safeguarding Team |
|                                 | June 2024 – DSL Refresher Training                  | Michelle Lewes, Lancashire County Council Safeguarding Team  |
|                                 | January 2024- Online Safety Live                    | North West Grid for Learning                                 |
|                                 | January 2023 - Online Safety Training Live          | North West Grid for Learning                                 |
|                                 | June 2022 - DSL Training Refresher Course           | Phil Threlfall - Safeguarding Consultant                     |
|                                 | September 2021 – LCC Family Safeguarding Conference | Lancashire County Council                                    |
|                                 |                                                     | Lancashire County Council                                    |

|                    |                                                                                                                                                                                                   |                                                                                                                                                                                                  |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | July 2021 – Sexual Violence and Harassment Webinar Training                                                                                                                                       |                                                                                                                                                                                                  |
| Steven Haycocks    | March 2026- DSL Refresher Training<br><br>March 2024- DSL Refresher Training<br><br>June 2022 - DSL Training Refresher Course<br><br>March 2024 – DSL Refresher Course for Advanced Practitioners | Mechelle Lewis - Lancashire County Council Safeguarding Team<br><br>Lancashire County Council Safeguarding Team<br><br>Phil Threlfall - Safeguarding Consultant<br><br>Lancashire County Council |
| Charlotte Leathard | September 2026 – DSL Refresher Training<br><br>September 2024 – DSL Training                                                                                                                      | Lancashire County Council Safeguarding Team<br><br>Schools Safeguarding - Lancashire County Council                                                                                              |

- C. Whole School Child Protection Training** (all staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates as required, but at least annually..." KCSIE 2025)

| Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers) | Date                                                   | Training Delivered by                                                                                 |
|-------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| All teaching and support staff/Governors                                            | 9 <sup>th</sup> October 2025                           | Phil Threlfall Safeguarding Consultant                                                                |
| Prevent Duty                                                                        | October 2025                                           | <a href="https://www.gov.uk/government/news/prevent-duty-training">Prevent duty training - GOV.UK</a> |
| All Teaching and Support Staff                                                      | September 2025                                         | AMW from LCC Safeguarding resources<br><br>KCSIE 2025 Updates                                         |
| All Staff and Governors                                                             | Receive monthly Safeguarding updates as per KCSIE 2026 | Angela Wilson DSL                                                                                     |

- D. Safer Recruitment Training** with KCSIE 2026 and The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. (LCC recommends this is updated every 5 years)

| <b>Name of Staff Member / Governor</b> | <b>Date when last attended</b> | <b>Provided by Whom (e.g. LCC, Governor Services)</b> |
|----------------------------------------|--------------------------------|-------------------------------------------------------|
| Angela Wilson                          | October 2022                   | Phil Threlfall – Accredited Trainer                   |
| Steven Haycocks                        | October 2022                   | Phil Threlfall – Accredited Trainer                   |
| David Melling                          | October 2022                   | Phil Threlfall – Accredited Trainer                   |
| Ruth Bird                              | October 2022                   | Phil Threlfall – Accredited Trainer                   |
| Rev'd Paul Davies                      | May 2024                       | National Safeguarding Team Promoting a better Church  |
| Sarah Thomasson                        | January 2026                   | Phil Threlfall – Accredited Trainer                   |
| Delia Dolman                           | January 2026                   | Phil Threlfall – Accredited Trainer                   |
| Anthony Holland                        | January 2026                   | Phil Threlfall – Accredited Trainer                   |
| Trevor Smith                           | January 2026                   | Phil Threlfall – Accredited Trainer                   |
| Marie Rogerson                         | January 2026                   | Phil Threlfall – Accredited Trainer                   |
| Charlotte Leathard                     | January 2026                   | Phil Threlfall – Accredited Trainer                   |
| Kris Williams                          | January 2026                   | Phil Threlfall – Accredited Trainer                   |
| Kevin Anthony                          | January 2026                   | Phil Threlfall – Accredited Trainer                   |
| Carol Berry                            | January 2026                   | Phil Threlfall – Accredited Trainer                   |

**E. Review dates for this policy** (annual review required KCSIE 2026)

| <b>Review Date</b>    | <b>Changes made</b>                                                                                                        | <b>By whom</b>           |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>September 2014</b> | <b>Whole Policy updated in light of changes required by Keeping Children Safe In Education Guidance for Schools – 2014</b> | <b>Angela Wilson DSL</b> |
| <b>September 2015</b> | <b>Updated in line with CP updates from LCC</b>                                                                            | <b>Angela Wilson DSL</b> |
| <b>September 2016</b> | <b>Updated in light of new guidance KCSIE September 2016 and in line with new LCC Safeguarding Policy template</b>         | <b>Angela Wilson DSL</b> |
| <b>September 2017</b> | <b>Re-written with guidance from Phil Threlfall Safeguarding Consultant to make the policy clearer</b>                     | <b>Angela Wilson DSL</b> |
| <b>September 2018</b> | <b>Updated in light of KCSIE September 3<sup>rd</sup> 2018 new Statutory Guidance</b>                                      | <b>Angela Wilson DSL</b> |
| <b>May 2019</b>       | <b>Added details regarding Operation Encompass</b>                                                                         | <b>Angela Wilson DSL</b> |
| <b>September 2019</b> | <b>Updated in light of KCSIE September 2019 new Statutory Guidance</b>                                                     | <b>Angela Wilson DSL</b> |
| <b>March 2020</b>     | <b>Updated – Covid 19 Annex</b>                                                                                            | <b>Angela Wilson DSL</b> |
| <b>September 2020</b> | <b>Updated in light of KCSIE September 2020 new Statutory Guidance</b>                                                     | <b>Angela Wilson DSL</b> |
| <b>September 2021</b> | <b>Updated in light of KCSIE September 2021 new Statutory Guidance</b>                                                     | <b>Angela Wilson DSL</b> |
| <b>September 2022</b> | <b>Updated in light of KCSIE September 2022 new Statutory Guidance</b>                                                     | <b>Angela Wilson DSL</b> |
| <b>September 2023</b> | <b>Updated in light of KCSIE September 2023 new Statutory Guidance</b>                                                     | <b>Angela Wilson DSL</b> |
| <b>September 2024</b> | <b>Updated in light of KCSIE September 2024 new Statutory Guidance</b>                                                     | <b>Angela Wilson DSL</b> |

|                |                                                                 |                   |
|----------------|-----------------------------------------------------------------|-------------------|
| September 2025 | Updated in light of KCSIE September 2025 new Statutory Guidance | Angela Wilson DSL |
| September 2026 | Updated in light of KCSIE September 2026 new Statutory Guidance | Angela Wilson DSL |

### Useful Contacts in School

|                                                                          |                                                                                                                                                                                                    |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School website                                                           | <a href="http://www.balshaws.org.uk">www.balshaws.org.uk</a>                                                                                                                                       |
| School Office                                                            | 01772 421009                                                                                                                                                                                       |
| School email                                                             | enquiries@balshaws.org.uk                                                                                                                                                                          |
| Headteacher (Deputy DSL)                                                 | Mr Steven Haycocks. <a href="mailto:s.haycocks@balshaws.org.uk">s.haycocks@balshaws.org.uk</a>                                                                                                     |
| Chair of Governors                                                       | Rev'd Paul Robinson <a href="mailto:p.robinson@balshaws.org.uk">p.robinson@balshaws.org.uk</a>                                                                                                     |
| Safeguarding Governor                                                    | Rev'd Paul Davies <a href="mailto:p.davies@balshaws.org.uk">p.davies@balshaws.org.uk</a>                                                                                                           |
| Designated Safeguarding Lead (DSL)<br>SPOC and Prevent Lead              | Mrs Angela Wilson <a href="mailto:a.wilson@balshaws.org.uk">a.wilson@balshaws.org.uk</a>                                                                                                           |
| Deputy DSL                                                               | Mr Steven Haycocks <a href="mailto:s.haycocks@balshaws.org.uk">s.haycocks@balshaws.org.uk</a><br>Mrs Charlotte Leathard <a href="mailto:c.leathard@balshaws.org.uk">c.leathard@balshaws.org.uk</a> |
| Special Educational Needs Coordinator (SENCO)                            | Mrs Marie Rogerson <a href="mailto:m.rogerson@balshaws.org.uk">m.rogerson@balshaws.org.uk</a>                                                                                                      |
| Designated Teacher for Looked After and Previously Looked After Children | Mrs Angela Wilson                                                                                                                                                                                  |

| Key Contacts, Roles and Training                                                                                    |                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                     |                                                                                                                                                                                                                                                                                                                        |
| LCC School Safeguarding Officers<br>Victoria Wallace, Mechelle Lewis, Sarah Holyhead, Natalie Barton, Leonie Watson | 01772 531196<br><a href="mailto:school.safeguarding@lancashire.gov.uk">school.safeguarding@lancashire.gov.uk</a>                                                                                                                                                                                                       |
| LCC MASH Education Officers<br>Matt Chipchase and Adrienne Fox                                                      | 0300 123 6720<br><a href="mailto:mash.education@lancashire.gov.uk">mash.education@lancashire.gov.uk</a><br>Matt Chipchase 01254 220989<br><a href="mailto:matt.chipchase@lancashire.gov.uk">matt.chipchase@lancashire.gov.uk</a><br><a href="mailto:Adrienne.fox@lancashire.gov.uk">Adrienne.fox@lancashire.gov.uk</a> |
| LADO – Local Authority Designated Officer<br>Tim Booth, Donna Green & Shane Penn                                    | 01772 536694<br><a href="mailto:LADO.admin@lancashire.gov.uk">LADO.admin@lancashire.gov.uk</a>                                                                                                                                                                                                                         |
| MASH – Multi-Agency Safeguarding Hub                                                                                | 0300 123 6720<br>0300 123 6722 between 5.00pm - 8.00am                                                                                                                                                                                                                                                                 |
| Lancashire PREVENT Team                                                                                             | 01254 585260<br><a href="mailto:Prevent.team@blackburn.gov.uk">Prevent.team@blackburn.gov.uk</a>                                                                                                                                                                                                                       |

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## **1. Context and Rationale**

At **Balshaw's CE High School** safeguarding permeates *all* aspects of school life and is everyone's responsibility. In order to fulfil our responsibilities we adopt a child-centred approach, where the safeguarding and best interests of the child are always paramount. Safeguarding and promoting the welfare of children is **everyone's responsibility**. We fully recognise the contribution we can make to protect children from harm and to support and promote the welfare of all children who are Students at our school. This policy applies to all stakeholders; this includes Students, staff, parents, governors, volunteers, placement students and visitors.

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.

Safeguarding is integral to induction and there is a rolling programme of training for all staff, some of whom are required to attend additional training appropriate to their role and responsibilities. Training is refreshed and updated at appropriate intervals in-line with statutory requirements, safeguarding partner recommendations and best practice. Everyone is clear about safeguarding and child protection arrangements and procedures so that Students and families, as well as adults in school, know who they can talk to and what to do if they are worried. We promote safety by undertaking, reviewing and updating risk assessments. We also consult and liaise with parents and Students as part of these processes.

Balshaw's C.E High School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of their school premises. We recognise that safeguarding is everyone's responsibility and that the welfare of the child is paramount.

We are committed to providing a safe, supportive and inclusive environment where all children and young people are respected, valued, listened to and supported to thrive. We recognise that effective safeguarding requires a whole-school approach and strong partnership working with children, families and other agencies.

Balshaw's C.E High School recognise the importance of Family Help and providing support as soon as a need emerges at any stage of a child's life. We are committed to identifying concerns at the earliest opportunity and ensuring that children and families receive the right help, at the right time.

We recognise that no single practitioner can have a full picture of a child's circumstances and needs. Effective safeguarding requires timely information sharing, professional curiosity, professional challenge and effective multi-agency working to ensure children and families receive the right help at the right time. All staff should understand their responsibility to act on concerns and that anyone can make a referral to Children's Social Care where there are concerns about a child's welfare or safety.

All staff, volunteers, governors and trustees have a responsibility to contribute to a strong safeguarding culture and to take appropriate action where there are concerns about a child's welfare or safety.

Balshaw's C.E High School will work in accordance with current safeguarding legislation, statutory guidance and local safeguarding arrangements, including the procedures of the Lancashire Children's Safeguarding Assurance Partnership (CSAP): [Lancashire Safeguarding Partnership –](#)

Occasionally it may be necessary to work alongside, or make referrals to, safeguarding partners in neighbouring local authority areas where Students reside outside Lancashire. In these circumstances, we will ensure knowledge of the relevant local safeguarding arrangements and procedures.

Children are taught about safeguarding, including online safety, through the curriculum and wider school life. This helps children to recognise risk, build resilience, understand how to keep themselves safe and know where to go for help and support.

The school recognises that children may be vulnerable to abuse, neglect, exploitation and other safeguarding risks both within and outside the school/college, home, including online.

Balshaw's C.E High School recognises the benefits of Family Help and early intervention. The school will work with children, families and partner agencies to identify emerging needs and provide appropriate support through school-based provision and referral to Family Help and other services where required.

We fully recognise the contribution we can make to protect children from harm and to support and promote the welfare of all children who are Students at our school. We foster a strong safeguarding culture where children feel safe to speak, are encouraged to share their views and concerns, and know they will be listened to, taken seriously and supported.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the school will act in accordance with local safeguarding procedures and statutory guidance.

This policy applies to **all** members of the school community, including Students, staff, Governors, volunteers, trainee teachers, placement students, visitors, contractors, agency and supply staff, and **anyone** working on behalf of the school. It sets out our expectations and responsibilities for safeguarding and promoting the welfare of all children.

This policy provides the framework through which the school fulfils its safeguarding responsibilities and should be read in conjunction with current legislation, statutory guidance and local safeguarding arrangements, having due regard to the safeguarding procedures of other local authorities where relevant.

## **2. Definitions**

The terms "**children**" and "**child**" refer to anyone under the age of 18. The purpose of this safeguarding policy is to ensure every pupil at Balshaw's C.E High School is safe and protected from harm. The Department for Education (DfE) 'Keeping Children Safe in Education' (September 2026), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.
- 

**Child protection** is part of safeguarding and promoting the welfare of children. It refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside of the school / college, the home, including in foster care and residential care, as well as online.

### **Abuse, neglect and exploitation**

Abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

The definitions of abuse and the four categories of abuse are taken from statutory guidance and are defined as:

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children



may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as 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 children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school procedures for dealing with it.

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

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

For the purposes of this policy, **"sexual violence"** refers to specific sexual offences under the Sexual Offences Act 2003 as described below:

- **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.

**Sexual Harassment** refers to ‘unwanted conduct of a sexual nature’ which can occur both online and offline and inside and outside of school / college. In this context it specifically relates to child-on-child sexual harassment. Such behaviour can:

- violate a child’s dignity,
- make them feel intimidated, degraded or humiliated, and
- create a hostile, offensive or sexualised environment.
- Whilst not intended to be an exhaustive list, examples of sexual harassment can include:
- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and using sexualised names,
- sexual “jokes” or taunting,
- physical behaviour, such as deliberately brushing against someone, or interfering with someone’s clothes. Schools and colleges should assess when such behaviour crosses into sexual violence – it is important to talk to and consider the experience of the victim,
- displaying pictures, photos or drawings of a sexual nature,
- upskirting (this is a criminal offence), and
- online sexual harassment, which may occur independently, or as a broader pattern of sexual harassment and/or sexual violence. This may include:
  - consensual and non-consensual making or sharing of nudes or semi-nudes. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides detailed advice for schools and colleges.](#)
  - sharing of unwanted explicit content,
  - sexualised online bullying,
  - unwanted sexual comments and messages, including, on social media,
  - sexual exploitation; coercion and threats, and
  - coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

It is important that schools and colleges consider sexual harassment in broad terms. If left unchallenged, it can foster a culture that normalises inappropriate behaviour and increases the risk of leading to sexual violence.

**Upskirting** is a form of voyeurism involving taking, recording or sharing an image under a person's clothing without their consent and without a reasonable belief that they consent. The purpose may be to obtain sexual gratification or to cause the victim humiliation, alarm or distress. Upskirting is a criminal offence under the Voyeurism (Offences) Act 2019. Anyone, including children and adults of any sex, can be a victim.

**Consensual and non-consensual sharing of nudes and semi-nudes** includes the creation, sharing, possession, or distribution of nude or semi-nude images, videos, or live streams by children under 18 years of age, including content that has been generated or altered using AI. Previously referred to as **"sexting"** or **"youth-produced sexual imagery"**, this behaviour may occur online or offline and can be shared between children or via digital platforms. This definition does not include children sharing adult pornography or exchanging messages that do not contain nude, semi-nude, or sexually explicit images.

**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.

[UKCIS](#) states the term ‘indecent images’, also include pseudo-images (which are computer-generated images) that otherwise appear to be a photograph or video, and may also be known as “Deep fakes” and “deep nudes”. These may be created using tools such as photo/video editing software, deepfake apps and generators (to combine and superimpose existing images or videos onto other images and videos), and AI text-to-image generators.

**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. Legislation and Guidance**

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

#### **Legislation**

- Children Act 1989 / 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- Education Act 2002
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022
- Victims and Prisoners Act 2024
- Crime and Policing Act 2026
- Terrorism (Protection of Premises) Act 2025 (Martyn's Law)
- Children's Wellbeing and Schools Act 2026

#### **Statutory guidance**

- HM Government Multi-agency statutory guidance on female genital mutilation
- HM Government Multi-agency practice guidelines: Handling cases of Forced Marriage
- HM Government Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism
- Home Office and Foreign, Commonwealth and Development Office Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage
- DfE Keeping Children Safe in Education
- DfE Working Together to Safeguard Children
- Home Office Domestic Abuse guidance
- DfE The Prevent Duty Guidance
- DfE Disqualification under the Childcare Act 2006
- DfE Academy Trust Handbook [where relevant to your setting]
- DfE Working together to improve school attendance
- DfE - Supporting Students with Medical Conditions at School
- DfE – Allergy safety in schools
- DfE - Suspension and Permanent Exclusion Guidance
- DfE – Restrictive interventions including Use of Reasonable Force in Schools
- DfE - Mobile Phones in Schools
- EYFS Statutory Framework [delete if not applicable]

### **Non-Statutory Guidance**

- DfE What to do if you're worried a child is being abused
- DfE Information sharing: advice for safeguarding practitioners providing safeguarding services to children, young people, parents and carers\*
- DfE Academy Trust governance
- DfE Child sexual exploitation
- DfE Recruit teachers from overseas
- DfE Behaviour in schools
- DfE Teachers' Standards
- DfE Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care Virginty testing and hymenoplasty: multi-agency guidance
- DfE Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- National Police Chiefs' Council (NPCC) - When to Call the Police
- Safer Recruitment Consortium - Guidance for Safer Working Practice for Adults Working with Children and Young People in Education Settings

### **Local Guidance and Procedures**

- Lancashire Child Safeguarding Assurance Partnership [Procedures](#)
- [Working Well with Children and Families in Lancashire](#)
- Lancashire / Blackburn with Darwen / Blackpool Continuum of Need and Part 3 Procedures
- Other relevant safeguarding partnership arrangements

Where Students live outside Lancashire, the school will also have regard to the safeguarding arrangements, threshold guidance and procedures of the relevant local authority and safeguarding partnership(s).

This policy operates in conjunction with the following school policies/guidance:

School Attendance and Punctuality Policy , Prevent Duty within the Safeguarding, Child Protection Policy and Procedures, Anti-Bullying Policy, Online Safety Policy, Data Protection Policy, Safer Recruitment Policy Whistleblowing Policy , Allegations of Abuse Against Staff, Staff Code of Conduct / Staff handbook, Behaviour for Learning, Sex and Relationships Policy, Managing Students with medical conditions policy, Relationships and Sex Education (RSE) Policy, Mobile Phone and Smart Technology Policy, Allergy Safety Policy, Low-level Safeguarding Concerns and Managing Staff Allegations, Complaints Policy

Safeguarding can involve a range of potential issues such as:

- Child sexual exploitation
- Bullying including online bullying (cyberbullying)
- Domestic abuse
- Drugs and/or alcohol
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage and honour based violence
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Mental health
- Child on Child Abuse /allegations of sexual abuse peer on peer
- Private fostering
- Preventing radicalization (Children who may be vulnerable to violent extremism)
- Sexting
- Teenage relationship abuse
- Human Trafficking.

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

## **4. Roles and responsibilities**

Safeguarding and promoting the welfare of children is **everyone's responsibility**. Everyone who comes into contact with children and their families has a role to play in safeguarding children and creating a culture in which children feel safe, respected and able to access support when needed.

We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse. Balshaw's CE High School is a school where children can approach any adult at any time if they are worried or in difficulty. Our safeguarding practice is oriented around the wishes, feelings and best interests of children. We consult with children so that their wishes and feelings are known and taken into account. We always strive to give them a 'voice'.

We are proactive and take positive steps to inform children of their rights to safety and protection and the options available to express any fears or concerns. We will listen to what they say, take them seriously and work collaboratively in order to meet their needs. We work hard to ensure that children feel safe and are safe in school. This is a place where they can approach any adult at any time if they are worried or in difficulty, where they are encouraged to talk and are listened to.

We include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe – including online safety, how to communicate any worries, fears or concerns and how to take responsibility for their own and others' safety. We sometimes use external speakers / organisations to help us do this.

The school's safeguarding arrangements are underpinned by the principle that the best interests of the child are paramount and that effective safeguarding requires a whole-school approach. Listed below are the outlines for all staff at Balshaw's:

- We implement robust recruitment procedures in respect of all staff, volunteers and visitors to our school, in-line with relevant legislation and guidance and, where necessary, beyond it;
- We take online safety seriously, do all that is reasonable to limit children's exposure to risk by putting safety mechanisms in place, monitoring usage and educating children and staff about safe and acceptable use;
- Everyone is clear about expected codes of conduct and what to do in the event that they are worried about an adult or child's behaviour;
- Everyone, including students and parents, are clear about and understand their responsibilities in respect of site security;
- We promote safety by undertaking, reviewing and updating various risk assessments, and consult and liaise with parents and students;
- We consider broader, health and safety issues and day-to-day arrangements are clear and understood by everyone.
- We ensure that staff have access to the training, skills, knowledge and support they need;
- A high priority is given to safeguarding training and we ensure that everyone is up-to-date, in-line with statutory guidance. It is also integral to induction.
- We do everything possible to establish effective working relationships with parents and colleagues from other agencies;
- We are clear about our safeguarding role and those of other agencies;
- We make sure that everyone is clear about safeguarding and child protection arrangements and procedures so that students and families, as well as adults in school, know who they can talk to and what to do;
- An outstanding pastoral system helps us to identify vulnerability, risk and need and enables us to provide – and/or work with – other agencies to provide really early help and support;
- We manage sensitive information appropriately and work as openly and honestly as possible with parents, in children's best interests.

### **The Governing Body are responsible for:**

- safeguarding and promoting the welfare of children
- ensure safeguarding and child protection policies and procedures are in place, reviewed regularly and implemented effectively;
- having regard to any statutory guidance on safeguarding issued by the Secretary of State for Education;
- should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- Ensure a named Governor takes responsibility for safeguarding arrangements and receives appropriate training in the management of safeguarding. **The Governor for Safeguarding is Rev'd Paul Davies**
- ensure the school has appropriate safeguarding, safer recruitment, online safety, filtering and monitoring, and child protection arrangements;
- ensure there is an effective whole-school safeguarding culture in which safeguarding is everyone's responsibility;

- ensure the Designated Safeguarding Lead is appropriately trained, supported and resourced to fulfil their responsibilities effectively;
- receive appropriate safeguarding training to enable them to provide effective challenge and oversight;
- ensure appropriate arrangements are in place to manage allegations and concerns about adults working with children;
- monitor the effectiveness of safeguarding arrangements and seek assurance that policies and procedures are operating effectively.

**The Headteacher has a duty to:**

- ensure all safeguarding policies and procedures are implemented consistently and effectively;
- read, understand and apply statutory guidance relating to safeguarding children, ensuring that practice across the school by all staff and volunteers remains in line with guidance and this policy.
- promote a strong safeguarding culture where children feel safe and concerns are identified and acted upon promptly;
- ensure all staff and volunteers receive appropriate safeguarding training, induction and regular updates;
- work closely with the Designated Safeguarding Lead (DSL) and Governing Body to ensure safeguarding responsibilities are fulfilled;
- ensure the Designated Safeguarding Lead (DSL) has the skills and experience, status and authority in school, and that they are given the training, time, resources, funding and support to fulfil their role effectively;
- ensure appropriate action is taken to address safeguarding concerns and that safeguarding requirements are reflected in school improvement and quality assurance processes.

**All Staff have a responsibility to:**

- provide a safe environment in which children can learn;
- **read, understand and apply** statutory guidance (including part one of Keeping Children Safe in Education 2026), relating to safeguarding children and comply with the school's safeguarding policies and procedures **(including those staff who do not work directly with children)**;
- be alert to signs of abuse, neglect, exploitation and other safeguarding concerns;
- maintain an attitude of "it could happen here" where safeguarding is concerned;
- act in the best interests of the child at all times;
- report any safeguarding concerns as soon as they are identified and follow procedures set out in the Local Children's Safeguarding Partnership, including concerns identified outside of school hours.
- recognise and identify children who may benefit from Family Help, providing support as soon as problems emerge at any point in a child's life, from the foundation years through to the teenage years, through timely, evidence-informed intervention to prevent concerns from escalating and reduce the risk of harm
- understand that anyone can make a referral to Children's Social Care where they believe a child is at risk of harm;
- understand the importance of information sharing, professional curiosity and professional challenge;
- support children's social care and other agencies following a referral;

**Teaching Staff and those involved in teaching work have a responsibility to:**

- safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (as set out in The Teachers Standards 2012);
- report known cases of female genital mutilation (FGM) to the police.

**Working Together:** The school recognises that children are best protected when professionals, families and agencies work together effectively. We will work in partnership with parents, carers and relevant agencies to safeguard and promote the welfare of children. The school has due regard to Working Together to Safeguard Children 2026.

Where there are concerns about a child's welfare, confidentiality cannot always be guaranteed, and information will be shared where it is lawful and appropriate to do so in order to safeguard children.

**Further Information:** School will have due regard to the safeguarding role descriptions as detailed in *Keeping Children Safe in Education 2026*, particularly Part Two and Annex B.

The school will ensure that:

- all staff and volunteers receive safeguarding and child protection training appropriate to their role; (at least annually)
- all staff receive regular safeguarding and child protection updates, including updates on local safeguarding arrangements, emerging risks and changes to statutory guidance;
- all staff are provided with, and expected to read and understand, safeguarding updates issued by the DSL;
- the DSL and Deputy DSL(s) undertake DSL training to provide them with the knowledge and skills required to carry out the role and update their knowledge and skills at regular intervals and whenever required; (every 2 years)
- governors receive safeguarding training appropriate to their strategic role (at induction) to enable them to provide appropriate oversight, and this will include online training. This will be updated regularly;
- safer recruitment training is undertaken by appropriate staff and governors involved in recruitment processes;
- staff receive additional safeguarding training relevant to the needs and context of the school, which may include online safety, child-on-child abuse, harmful sexual behaviour, domestic abuse, exploitation, attendance, mental health, serious violence, FGM and other emerging safeguarding issues;
- staff, governors and volunteers will receive Prevent awareness training appropriate to their role and in accordance with statutory expectations and identified local need. (every 2 years)
- all staff receive Whole-school Allergy awareness training at least annually
- staff are encouraged to discuss any safeguarding training needs or gaps in knowledge with the DSL;
- staff are provided with opportunities to contribute to and inform the school's safeguarding arrangements;
- comprehensive records are maintained of safeguarding training, induction and updates.
- children are safe online by ensuring that appropriate filters and monitoring systems are in place to protect children when they are online on the school system and regularly review their effectiveness, understanding those children that are potentially at greater risk of harm along with the proportionality of costs versus safeguarding risks. For our firewall and filtering we use Sophos XG firewall which has the following capabilities:



- IWF and CTIRU lists of blocked websites feed directly into the Sophos blocked lists.
- With Sophos web filtering, over 3,000 applications can be blocked/throttled/reported on.
- Context aware keyword filtering.
- We also internally use NetSupport DNA to monitor keyword strokes and phrases and cross-checking against a database of over 4500 words/phrases.

**The named Governor responsible for Child Protection is- Reverend Paul Davies**

**The Chair of Governors is – Reverend Paul Robinson**

Our Governors are visible, proactive and well enough informed to ask the right questions in order to hold senior leaders to account. The Headteacher and Designated Safeguarding Lead ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff. Ultimate, lead responsibility for safeguarding and child protection (as set out below), is the responsibility of the named DSLs; this is never delegated although we have two Deputy DSLs in place who work with the DSL and may provide cover for the named DSL in her absence.

**Designated Safeguarding Leads and Deputies have a duty to:**

- Lead safeguarding and child protection arrangements within the school, including online safety and understand filtering and monitoring systems, as set out within *Keeping Children Safe in Education* and detailed in Annex B of this statutory guidance.
- Work collaboratively with the Headteacher (where they are not the DSL), senior leaders and the Governing Body to support a strong safeguarding culture and ensure safeguarding arrangements are effective and compliant with statutory requirements.
- The designated safeguarding lead should 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 of safeguarding
- Provide advice, support and expertise to other staff on child welfare, safeguarding and child protection matters.
- 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
- Ensure that all staff receive appropriate safeguarding training at induction, including online safety and expectations and responsibilities relating to filtering and monitoring. This updated regularly, at least annually
- Be available during school hours for staff to discuss any safeguarding concerns
- 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.
- Act as a point of contact with the multi-agency partners

- Ensure effective and timely communication and information sharing where appropriate between DSL/Deputy/Backup DSL/Pastoral Team/SLT/Governors/Headteacher
- 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 Students have or had a social worker
  - Understanding the academic progress and attainment of these Students
  - Maintaining a culture of high aspirations for these Students
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these Students reach their potential
- 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 2024 statutory guidance and internal procedures to report any concerns are transparent and understood by all. Ensure this information is given in induction and at regular intervals/ training
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly
- Undergo DSL initial training, and update this training with refresher training at least every two years to remain compliant.
- Ensure opportunities for further training and opportunities for upskilling are taken
- Have due regard to the [PACE Code C 2023](#) 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 (at least) every two years
- 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 2026– 'The Role of the Designated Safeguarding Lead'

The Designated Safeguarding Lead also has a responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), 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 Mrs Wilson.

During term time a DSL will always be available (in school hours) for staff in the school to discuss any safeguarding concerns. The DSL and Deputy DSL undertake training and refresher training in-line with statutory requirements and Local Authority procedures. They update their knowledge and training regularly, eg. Via the NSPCC's weekly CASPAR bulletins, Local Safeguarding Procedures Briefings etc.

- The **Designated Safeguarding Lead for Child Protection (DSL)** in school is a member of the **Senior Leadership Team** and is **Deputy Headteacher, Mrs Wilson** who is responsible for Child Protection and Safeguarding issues.
- **Deputy DSLs are Headteacher Mr Haycocks and Head of House Mrs Leathard who have been trained to the same appropriate level** and standards as the DSL and will oversee events in the absence of the DSL. In any event the Headteacher will be informed of any suspicions of the above.
- DSL and DDSL responsibilities are explicit in the role- holders' job descriptions and consistent with Keeping Children Safe in Education, Part Two and Annex B

## DESIGNATED SAFEGUARDING LEADS

Who to speak to if you are concerned about a child at Balshaw's High School



**Mrs Wilson**  
Deputy Headteacher  
Designated Safeguarding Lead (DSL)



**Mr Haycocks**  
Headteacher  
Deputy Designated  
Safeguarding Lead (DSL)



**Mrs Leathard**  
Head of Cuerden House  
Deputy Designated  
Safeguarding Lead (DSL)

**Safeguarding Governor—Rev. Paul Davies**

SEE IT



HEAR IT



REPORT IT

**The Designated Safeguarding Lead/Deputies** are expected to have a complete safeguarding picture in school and the responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England and Wales. Wherever possible, staff will always speak to the DSL (or DDSL in their absence) if they have a concern about a child's welfare, however 'minor' this might seem. This will happen as soon as possible and always that same [school] day. During term time, the designated safeguarding lead and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

If, in exceptional circumstances, the DSL or DDSLs are not available, this will not delay appropriate action being taken and concerns will be shared with another senior leader in school before the children leave for home.

### DSL training

The DSL and DDSL's undergo suitable training which is updated at least every 2 years, in line with KCSIE 2024 and local arrangements. They also undertake Prevent Awareness Training which will be refreshed at intervals of not more than two years and supplemented by regular updates, at least annually. Updates will be provided to the DSL through attendance at relevant safeguarding briefings eg: Lancashire Online Safety Briefing, Safeguarding Conferences, LCSB update courses e.g.: cannabis and drug misuse. The DSL will attend at least two courses per year.

## **5. Training and Induction**

Balshaw's C.E High School 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, governors and volunteers 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.

All staff, including temporary staff, volunteers and governors, will receive appropriate safeguarding and child protection induction and training. Safeguarding training and updates will be provided regularly to ensure staff knowledge and practice remain current and in line with statutory guidance, local procedures and emerging safeguarding issues. The school will maintain records of all safeguarding induction, training and updates.

The list below is not exhaustive, and policy titles may differ between settings. The Governing Body remain responsible for ensuring that **all** safeguarding information, policies, procedures and guidance required by Keeping Children Safe in Education and other relevant statutory guidance are included within staff induction arrangements. See also the Policies and Procedures section for further information.

All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- Safeguarding, Child Protection Policy and Procedures (which should amongst other things also include the policy and procedures to deal with child-on-child abuse),
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying),
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing,
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods, and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Following induction, the school recognises the importance of ensuring that safeguarding training remains effective and responsive to local and national safeguarding developments.

The school will ensure that:

- all staff and volunteers receive safeguarding and child protection training appropriate to their role; (at least annually)
- all staff receive regular safeguarding and child protection updates, including updates on local safeguarding arrangements, emerging risks and changes to statutory guidance;
- all staff are provided with, and expected to read and understand, safeguarding updates issued by the DSL;

- the DSL and Deputy DSL(s) undertake DSL training to provide them with the knowledge and skills required to carry out the role and update their knowledge and skills at regular intervals and whenever required; (every 2 years)
- governors receive safeguarding training appropriate to their strategic role (at induction) to enable them to provide appropriate oversight, and this will include online training. This will be updated regularly;
- safer recruitment training is undertaken by appropriate staff and governors involved in recruitment processes;
- staff receive additional safeguarding training relevant to the needs and context of the school, which may include online safety, child-on-child abuse, harmful sexual behaviour, domestic abuse, exploitation, attendance, mental health, serious violence, FGM and other emerging safeguarding issues;
- staff, governors and volunteers will receive Prevent awareness training appropriate to their role and in accordance with statutory expectations and identified local need. (every 2 years)
- all staff receive Whole-school Allergy awareness training at least annually
- staff are encouraged to discuss any safeguarding training needs or gaps in knowledge with the DSL;
- staff are provided with opportunities to contribute to and inform the school's safeguarding arrangements;
- comprehensive records are maintained of safeguarding training, induction and updates and ensure that no training becomes out of date.

Induction training for staff will cover:

- The Safeguarding, Child Protection Policy and Procedures
- The Child-On-Child Abuse procedures
- The Staff Code of Conduct
- Part one of 'Keeping children safe in education' (KCSIE 2026)
- The Behaviour for Learning Policy
- The School Attendance and Punctuality Policy, including the safeguarding response to children who have unexplained absences or 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.
- ALL staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Child-on-Child 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

## **6. Multi-Agency Working**

At Balshaw's we recognise that safeguarding and promoting the welfare of children is everyone's responsibility and that effective safeguarding requires a coordinated, multi-agency approach. The school will work in partnership with safeguarding partners and other agencies in accordance with statutory guidance and local multi-agency safeguarding arrangements.

Balshaw's C.E High School is aware of and will act in accordance with the local safeguarding arrangements published by Lancashire Safeguarding Children Partnership. School staff will be supported to understand

and fulfil their role within these arrangements and will engage in multi-agency working to safeguard and promote the welfare of children.

Balshaw's C.E High School will work collaboratively with Family Help services, Children's Social Care, health services, police, education services and other relevant agencies, including those from other local authority areas where required to identify needs, provide support, share information appropriately and contribute to assessments, plans and interventions for children and families.

Where concerns about a child's welfare are identified, the school will work with relevant agencies to ensure children and families receive the right help at the right time. This may include early help, Family Help, child in need support, child protection intervention or other statutory services, as appropriate.

Where a child may be in need of support from Children's Social Care, the school will cooperate with requests for information and enable access for local authority Children's Social Care practitioners to undertake or consider assessments under Sections 17 and 47 of the Children Act 1989.

Balshaw's C.E High School recognises the importance of effective multi-agency working in identifying, assessing and responding to all forms of abuse, neglect and exploitation, including child criminal exploitation (CCE) and child sexual exploitation (CSE).

Further information regarding local multi-agency safeguarding arrangements can be found via the [Lancashire Safeguarding Children Partnership \(LSCP\)](#). Schools should also have due regard to the principles and expectations set out in [Working Together to Safeguard Children](#), which underpins effective multi-agency working and information sharing to safeguard and promote the welfare of children.

### **Information sharing and Information Sharing Duty**

The school recognises that timely, accurate and proportionate information sharing is essential for effective safeguarding and promoting the welfare of children. The school will have due regard to [Keeping Children Safe in Education](#), [Working Together to Safeguard Children](#) and [relevant information sharing guidance](#).

Governing Body / Board of Trustees / Proprietor, leaders and staff should be aware that the UK GDPR and the Data Protection Act 2018 do not prevent the sharing of information where this is necessary to safeguard and promote the welfare of children. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and protect children.

Staff will share information with relevant professionals and agencies in accordance with safeguarding responsibilities, local procedures and statutory guidance. Where there are concerns about a child's safety, welfare or wellbeing, staff will act promptly and share information appropriately.

If staff are uncertain about whether information should be shared, they should seek advice from the Designated Safeguarding Lead (DSL) or a Deputy DSL. The school recognises that, in many circumstances, consent is not required to share information to safeguard and promote the welfare of a child.

The school will ensure that staff receive appropriate information sharing guidance and training as part of safeguarding induction and ongoing safeguarding updates.

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 Students. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

## **7. Early help**

Early help means providing support as soon as the need emerges, at any point in a child's life. Staff at Balshaw's C.E High School recognise that any professional can provide early help. We recognise that all staff have a role in identifying children and families who may benefit from early help, Family Help and other services. Referrals can be made to a number of agencies relevant to families through our outstanding Pastoral System and the Family Support Officer and Heads of House. School Pastoral staff – Deputy Headteacher Pastoral and the School Pastoral Support Officer will act as Lead Professionals and liaise with families/outside agencies as necessary.

All staff should understand the school's early help and Family Help arrangements, local threshold guidance, referral pathways and safeguarding processes. Staff should be aware of the indicators of abuse, neglect and exploitation, the support available to children and families at different levels of need, and the procedures for raising concerns and seeking advice from the DSL.

All children and families are individual and unique and may, at times, benefit from help and support. This may include universal services, community-based early help, targeted Family Help, or statutory intervention where required.

Children and families can experience vulnerability at different times in their lives. Vulnerability may be temporary, emerging or long-term and can be influenced by a range of factors, including individual circumstances, family circumstances, health needs, lived experiences or environmental factors. Identifying vulnerability early and responding with appropriate support can help prevent needs from escalating and improve outcomes for children and families.

Whilst any child or family may benefit from support, staff at Balshaw's C.E High School will be particularly alert to the potential need for early help, Family Help and additional support for children who:

- is disabled or has certain health conditions and has specific additional needs
- as special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- have been repeatedly removed from the classroom, experienced multiple suspensions, are on a part-time timetable, are at risk of permanent exclusion, or are attending Alternative Provision or a Pupil Referral Unit;
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced marriage
- is a privately fostered child.



The DSL will support staff in decision making where there are indicators of need for support before statutory intervention. Operational tasks including liaising with other agencies and setting up an inter-agency assessment may be delegated to a trained member of staff where appropriate, with the oversight of the DSL. The local family help process will be followed as required.

Support before statutory intervention requires explicit consent from an adult with parental responsibility, or the child themselves were deemed to be able to give consent in line with age, development and competency. Where consent is not forthcoming, school will continue to work closely with the family in their best interests to support identified need.

Staff at Balshaw's CE High School may be required to support other agencies and professionals in community-based early help or family help assessment, in some cases acting as the lead practitioner.

Where a child is receiving support under family help services there is cause to suspect the child is at risk of significant harm, a referral to statutory services under Section 47 will be made by school in line with local child protection procedures.

Further information relating to Early Help, Family Help, local threshold guidance, referral pathways and multi-agency safeguarding procedures in Lancashire can be accessed using the links below:

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

[Lancashire Safeguarding Partnership - Early Help & Support for Families](#)

[Lancashire Safeguarding Partnership - Children's Policies and Procedures](#)

**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, Heads of house, the Pastoral Manager or the Family Support Officer 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 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 the Levels of Need contained within **Working Well with Children and Families in Lancashire Guidance**

## **8. Specific Safeguarding Issues (but are not limited to):**

All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery, recognising that children can be at risk of harm both inside and outside the home, within their communities and online. Exercising professional curiosity and maintaining an awareness of safeguarding risks are vital to the early identification of abuse and neglect. This enables staff to recognise children who may benefit from Family Help, Early Help or safeguarding intervention and ensure they receive the right help at the right time.

In line with Keeping Children Safe in Education (2026), all staff should be aware of the safeguarding issues outlined in **Annex A** and understand their responsibility to remain vigilant, exercise professional curiosity and report concerns promptly to the Designated Safeguarding Lead (DSL). 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.

The safeguarding issues outlined below are not exhaustive and may include, but are not limited to:

### **Forms of Abuse**



**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, 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 Students can 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.

### **Child on child abuse (including harassment and violence)**

Child-on-Child abuse is defined as abuse that occurs between children who are under 18 years of age.

All staff should be aware that children can abuse other children of any age and gender, (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or college, home and online. As part of this, schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school). All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports (whether these concerns are thought to have taken place on or off-site). 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 children and young people and will not tolerate abuse as “just banter”, “just having a laugh” or “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviour, misogyny, and an unsafe environment for children and a culture that normalises abuse leading to children accepting and not coming forward to report it.

All staff should be aware that child-on-child abuse is a safeguarding issue for all children involved. This includes both the child who has experienced harm and the child whose behaviour has caused concern. A safeguarding response will be required for each child involved in an incident.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying,
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’),
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse),
- serious physical assault and harm, or the threat of harm with a weapon,
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence),
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse,
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, consensual and non-consensual making or sharing of nudes and semi-nudes (this may also include AI generated images)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation and hazing-type violence and rituals, (this could 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)

### **Preventing Child-on-Child Abuse**

In addition to the measures outlined above, the school adopts a proactive and preventative whole-school approach to minimising the risk of child-on-child abuse and creating a safe, respectful and inclusive environment for all Students.

#### **The school will:**

- Promote a culture of respect, kindness, equality and inclusion in which inappropriate, harmful, abusive, discriminatory, sexist or misogynistic language and behaviour are consistently challenged.
- Deliver an age-appropriate curriculum, including Relationships Education, Relationships and Sex Education (RSE), Health Education, PSHE and online safety education, which supports Students to understand healthy relationships, consent, boundaries, respectful behaviour and how to seek support.

- Ensure Students are regularly reminded of the different ways in which they can report concerns about themselves or others and that concerns will be taken seriously.
- Maintain appropriate supervision arrangements, particularly during unstructured times of the school day and in areas identified through risk assessment and safeguarding monitoring.
- Implement a robust approach to online safety, including effective filtering and monitoring systems, education around safe online behaviours and appropriate responses to harmful online conduct.
- Regularly review safeguarding records, incidents, trends and patterns relating to child-on-child abuse to identify emerging concerns and inform preventative strategies.
- Use lessons learned from safeguarding concerns, pupil voice, local intelligence and national safeguarding developments to strengthen policies, procedures, staff training and curriculum provision.
- Work with parents, carers and relevant partner agencies where appropriate to promote pupil safety and wellbeing and reduce the risk of harm.
- School liaises with the Lancashire School Safeguarding Team in relation to any advice or actions for incidents of Child on Child Abuse or other Safeguarding issues.
- Students can report any incident to any staff member and confidently know it will be dealt with and the situation made better for them. Children actively tell staff at Balshaw's when issues are bothering them or they are worried.
- Robust Safeguarding measures are in place in relation to School Site and have one entry point for Visitors during the school day.
- Students know what coloured lanyards mean and will report to staff if they are unsure of anyone.

All staff should be aware that children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges and may be at increased risk of abuse and harm. Staff will not assume that indicators of possible abuse, neglect or exploitation relate solely to a child's SEND and will always consider whether further exploration, support or intervention is required.

All staff should recognise that some children may be at increased risk of harm, abuse or discrimination based on their protected characteristics, perceived differences or vulnerabilities. This can include children who are lesbian, gay, bisexual or questioning their identity, as well as those who are perceived by others to be so and that that for some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

The school will foster a culture of respect and inclusion and will challenge discriminatory language, prejudice, harassment and harmful behaviours. Incidents of sexual violence and sexual harassment will not be tolerated or dismissed as banter, part of growing up or having a laugh and will be responded to consistently, regardless of the sex, gender or characteristics of those involved.

Through the curriculum and wider school life, Students will be taught about consent, healthy relationships, boundaries, respect and inclusion in an age and developmentally appropriate manner.

All staff should recognise that the absence of reported incidents does not necessarily mean that child-on-child abuse is not taking place. Staff should remain vigilant and maintain an attitude of "it could happen here".

Students will be taught how to recognise, and report concerns and how any reports will be responded to and managed. This includes concerns about their own welfare, concerns about friends or peers, and concerns relating to child-on-child abuse. Students will be reassured that they will be listened to, taken seriously, supported and kept safe.

Students can share concerns and seek help from any staff member. Staff can report any welfare concerns to any DSL regardless of how minor they feel the issue is. Staff are encouraged to go with any "gut" reaction they may have to any concern about a child and record and report it. Students can report to any staff

member they consider to be a trusted adult or their Tutor, their Head of House or any member of the Pastoral Team.

The effectiveness of these arrangements will be regularly reviewed by the DSL and senior leaders through pupil voice, safeguarding monitoring, feedback and lessons learned from safeguarding concerns and incidents, to ensure that Students feel safe, are able to report concerns and receive an appropriate response.

The school's arrangements for preventing, identifying and responding to child-on-child abuse are set out within this Child Protection and Safeguarding Policy. These arrangements should be read alongside the school's Behaviour for Learning Policy, Anti-Bullying Policy, Mobile Phone and Smart Technology Policy.

**Following a report of child-on-child sexual harassment, assault, violence or harmful sexual behaviour, the Designated Safeguarding Lead (or deputy) will make an immediate risk and needs assessment, considering:**

- the wishes of the child who has/may have been harmed
- the child who has/may have caused harm including their vulnerability and potential of being a victim themselves
- the nature and seriousness of the alleged incident
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children
- whether the incident is a one-off occurrence or part of a sustained pattern of behaviour
- whether there are ongoing risks to the victim, other children, staff or the wider school community
- any contextual safeguarding concerns
- the support needs of all children involved
- whether the behaviour may be indicative of unmet needs, harmful sexual behaviour or other safeguarding concerns requiring further assessment and intervention.

Balshaw's CE High School will refer to Keeping Children Safe in Education Part 5 for detailed guidance on managing such incidents

Child on child abuse, including sexual harassment and sexual violence, **will not be tolerated within Balshaw's CE High School.**

School will also have regard to relevant Department for Education guidance and their own equality and inclusion policies when supporting children with individual vulnerabilities or protected characteristics.

Where concerns involve harmful sexual behaviour (HSB), advice and support may be sought from AIM-trained safeguarding professionals. This will be sourced by Balshaw's CE High School from an outside agency as none of Balshaw's DSL's currently have this training. Schools with AIM-trained DSLs or Deputy DSLs may use AIM resources and approaches within their own setting to support assessment and decision-making. Where appropriate, AIM Checklists and Risk Assessment Management Plans (RAMPs) may be used to help understand the nature of the behaviour, assess risk and protective factors, inform safety planning and identify appropriate support and intervention, taking account of the age, developmental stage, understanding and circumstances of the child(ren) involved.

However, all cases that are assessed using the AIM Assessment and categorised as abusive/violent (including all reports of rape or penetration with an object), will be referred to the police and Children's Social Care.

The school will aim to work openly and collaboratively with children, parents and carers wherever appropriate. School will always aim to be transparent and share information with families, however there may be circumstances where advice is sought on what information can be shared by school. This may mean

that families are not immediately informed where a concern has been reported or were doing so may place a child at increased risk or compromise an investigation.

Where required, risk assessments and safety plans will be completed, informed by the views and experiences of the children involved and developed in partnership with parents, carers and relevant agencies where appropriate. These will be shared with relevant staff on a need-to-know basis and reviewed regularly, and at least half-termly, to ensure they remain effective and reflect any changes in risk, need or circumstances.

The DSL will work closely with other agencies where needed and ensure ongoing multi-agency work to support all parties involved.

Advice can be sought from [Lucy Faithful Foundation](#) for concerns around any type of sexual abuse, including child on child abuse and [harmful sexual behaviour](#). [Shore Space](#) is a useful resource for children worried about sexual behaviour.

In line with the Crime and Policing Act 2026, this policy incorporates measures arising from the Independent Inquiry into Child Sexual Abuse (IICSA), including the **new mandatory reporting duty** for child sexual abuse and the introduction of the Child Criminal Exploitation (CCE) offence: [Crime and Policing Act 2026: overarching factsheet - GOV.UK](#)

**9. Harmful Sexual Behaviour** (HSB) is an umbrella term used to describe sexual behaviours displayed by children and young people that are developmentally inappropriate, problematic, abusive or violent. HSB can occur online, offline or in a combination of both. All concerns relating to HSB should be considered within a safeguarding and child protection context and responded to in accordance with the school's safeguarding procedures.

All staff will be clear about the school's policies and procedures relating to child-on-child abuse and the important role they play in preventing, identifying and responding to concerns. Staff will be alert to behaviours and indicators that may signal risk, recognising that early identification and timely, appropriate intervention can be crucial in preventing harmful behaviour from escalating and reducing the risk of abuse or violence occurring.

All staff should be aware that children may not always be able, or ready, to report abuse directly. Concerns may come to light through changes in behaviour, presentation, attendance, emotional wellbeing, online activity, disclosures made by peers, or through observations by staff. Any concerns about a child's welfare should be taken seriously and acted upon without delay.

## **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, as victims in their own right, if they see, hear or experience the effects of domestic abuse as recognised in the [Domestic Abuse Act 2021](#).

Types of domestic abuse include intimate partner violence, abuse by family members, child to parent or care giver abuse. All staff will be aware of the signs of domestic abuse and will report concerns immediately to the DSL.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. More information on teenage relationship abuse is available at [Safe Young Lives](#).

Where concerns about domestic abuse are raised, the DSL in school will consider the concerns in line with local safeguarding procedures. If a child has been harmed or is at risk of harm, a referral should be made to children's social care immediately, and, if appropriate, to the police.

**Operation Encompass** - Operation Encompass is a national information-sharing scheme between the police and relevant education settings operating across England and Wales. The police have a statutory duty to notify a child's education setting (under the victim and Prisoners Act 2024), and where relevant the local authority, where they have reasonable grounds to believe that a child may be a victim of domestic abuse or other potential crimes.

This includes children connected to a household where police have attended a domestic abuse incident, children who were not physically present, and children who may reside in another household temporarily or permanently. Children are recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

Balshaw's CE High School is committed to Operation Encompass, and the timely sharing of information between police and schools following incidents of domestic abuse and other police-attended incidents that may have an impact on a child. The school will ensure that all stakeholders are informed of its participation in the initiative and its role in supporting children who may be victims of domestic abuse or affected by other significant incidents. The school will consider each notification appropriately in relation to the best way to support the child and family.

Advice may be sought from the police and/or Children's Social Care or the Operation Encompass Helpline following a report being received to ensure that the safety and welfare of the child is paramount. School are aware that any actions taken should be considered in terms of risk and care should be given to ensure that action does not increase risk to the pupil/victims.

School will ensure that we have suitably trained key adults in order to fulfil our obligations under Operation Encompass and ensure our commitment to the Operation is known throughout school via information and training for staff. We will also ensure that the parents/carers and the local community is aware of our commitment via parental letters, posters in school and specific information via the school website. [www.operationencompass.org](http://www.operationencompass.org)

The Operation Encompass notification is stored in line with all other confidential safeguarding and child protection information.

Advice on supporting children experiencing domestic abuse is available via the Operation Encompass Helpline: **0204 513 9990**

More information about the scheme can be found: [Home : Operation Encompass](#)  
[Children affected by domestic abuse | Barnardo's](#)

**The Operation Encompass Lead in school is Angela Wilson.**

**The Deputies are Steven Haycocks and Charlotte Leathard**

## Possible Indicators of Child Abuse and Neglect

| Neglect                                           | Emotional Abuse                                          | Physical Abuse                                         | Sexual Abuse                                                 |
|---------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------|
| Tired/listless                                    | Failure to thrive                                        | Unexplained injuries                                   | Age inappropriate sexual behaviour / knowledge / promiscuity |
| Unkempt                                           | Attention seeking                                        | Injuries on certain parts of the body                  | Wary of adults/ running away from home                       |
| Poor hygiene                                      | Over ready to relate to others                           | Injuries in various stages of healing                  | Eating disorders / depression / <a href="#">self harm</a>    |
| Untreated medical conditions                      | Low self esteem                                          | Injuries that reflect an article used                  | Unexplained gifts/ money                                     |
| Medical appointments missed                       | Apathy                                                   | Flinching when approached                              | Stomach pains when walking or sitting                        |
| Constantly hungry or stealing food                | Depression/ <a href="#">self harm</a>                    | Reluctant to change                                    | Bedwetting                                                   |
| Over eats when food is available                  | Drink/drug/ solvent abuse                                | Crying/instability                                     | Recurrent genital discharge / infections                     |
| Poor growth                                       | Persistently being over protective                       | Afraid of home                                         | Sexually transmitted diseases                                |
| Poor/late attendance                              | Constantly shouting at, threatening or demeaning a child | Behavioural extremes                                   |                                                              |
| Being regularly left alone or unsupervised        | Withholding love and affection                           | Apathy/depression                                      |                                                              |
| Dressed inappropriately for the weather condition | Regularly humiliating a child                            | Wanting arms and legs covered even in very hot weather |                                                              |
| Having few friends and/or being withdrawn         |                                                          |                                                        |                                                              |
| Ill equipped for school                           |                                                          |                                                        |                                                              |

Further useful information on what to look for can be found at:

[www.nspcc.org.uk/core-info](http://www.nspcc.org.uk/core-info)

NSPCC

<https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

## Definitions of Child Abuse and Neglect

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Sexual abuse involves:</p> <ul style="list-style-type: none"> <li>Forcing or enticing, a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:</li> <li>Physical contact including assault by penetration (for example, rape or oral sex);</li> <li>Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing</li> <li>They may also include non-contact activities such as:</li> <li>Involving children in looking at, or in the production of sexual images</li> <li>Watching sexual activities;</li> <li>Encouraging children to behave in sexually inappropriate ways;</li> <li>Grooming a child in preparation for abuse (including via the internet);</li> <li>Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</li> </ul> | <p>Emotional abuse is:</p> <p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. May involve:</p> <ul style="list-style-type: none"> <li>Conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person;</li> <li>Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;</li> <li>Age or developmentally inappropriate expectations being imposed on children (These may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction);</li> <li>Seeing or hearing the ill-treatment of another;</li> <li>Serious bullying (including cyber-bullying);</li> <li>Causing children frequently to feel frightened or in danger;</li> <li>The exploitation or corruption of children;</li> <li>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</li> </ul> |
| <p>Physical abuse may involve:</p> <ul style="list-style-type: none"> <li>Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</li> <li>Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</li> </ul> <p>Fabricated illness</p> <ul style="list-style-type: none"> <li>The carer does not physically harm the child but reports a clinical story which is fabricated. This is frequently 'supported' by false specimens e.g. use of menstrual or animal blood;</li> </ul> <p>Induced illness</p> <ul style="list-style-type: none"> <li>The carer inflicts harm on the child e.g. poisoning, suffocation, tearing etc.</li> </ul>                                                                                                                                                                                                | <p>Neglect is:</p> <p>The persistent failure to meet a child's basic physical and/or psychological needs:</p> <ul style="list-style-type: none"> <li>Likely to result in the serious impairment of the child's health or development;</li> <li>Neglect may occur during pregnancy as a result of maternal substance misuse;</li> <li>Once a child is born, neglect may involve a parent or carer failing to:</li> <li>Provide adequate food, clothing and shelter (including exclusion from home or abandonment);</li> <li>Protect a child from physical and emotional harm or danger;</li> <li>Ensure adequate supervision (including the use of inadequate care-givers);</li> <li>Ensure access to appropriate medical care or treatment.</li> <li>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |



## 11. Child Exploitation (CE)

Child Exploitation is an umbrella term which covers the two commonly known types of exploitation, child criminal exploitation (CCE) and child sexual exploitation (CSE).

Balshaw's CE High School recognises that all forms of child exploitation are criminal. For the purposes of this policy, we will define CCE and CSE.

**11 A - Child Criminal Exploitation (CCE)** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

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

Specific forms of CCE can include:

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

The school will recognise that Students involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual as it is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them. The school will also recognise that Students of **any gender** are at risk of CCE.

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

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

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

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

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

- Having their bank account used to facilitate drug dealing.

**11 B - Child Sexual Exploitation(CSE)** is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

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

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the child'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 child who has been coerced, manipulated or deceived into engaging in sexual activities, even if the activity appears consensual; this includes Students aged 16- and 17-years-old who can legally consent to sexual activity. The school will also recognise that Students may not realise they are being exploited and they believe they are in a genuine romantic relationship.

As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

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

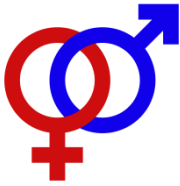
- Appearing with unexplained gifts, money or new possessions
- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education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

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

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

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.

## Signs and Indicators of Child Exploitation



### **SEXUAL HEALTH & BEHAVIOUR**

Sexually transmitted infections; pregnancy, terminations; inappropriate sexualised behaviour(s)



### **ABSENT FROM SCHOOL OR REPEATEDLY RUNNING AWAY**

Truancy or regularly going missing / running away



### **FAMILIAL ABUSE AND / OR PROBLEMS AT HOME**

Familial abuse or neglect; forced marriage or 'honour-based' violence; domestic abuse; substance / alcohol misuse; parental mental ill-health; homelessness / being in temporary accommodation; privately fostered / Looked After



### **EMOTIONAL AND PHYSICAL CONDITION**

Suicidal ideation, self-harm; low self-esteem / confidence; confusion re sexual orientation; learning difficulties / disability; poor mental health; unexplained injuries or changes in appearance



### **GANGS, OLDER AGE GROUPS, INVOLVED IN CRIMINALITY**

Direct involvement with gang members; involvement in criminal activity; involvement with older individuals or lacks same-age friends, contact with victims of CSE



### **USE OF TECHNOLOGY, SEXUAL BULLYING**

Evidence of 'sexting', sexualised communication online; problematic use of internet / social networking; multiple phones



### **ALCOHOL OR DRUG MISUSE**

Problematic substance use



### **RECEIPT OF UNEXPLAINED GIFTS OR MONEY**

Unexplained finances / gifts including mobile phone credit, clothes, jewellery, money



### **DISTRUST OF AUTHORITY FIGURES**

Resistance to communicating with parents, teachers, social workers, foster carers, health professionals, Police etc al

## **12.Modern Slavery and the National Referral Mechanism (NRM)**

Modern slavery encompasses exploitation, including sexual exploitation, criminal financial exploitation, human trafficking and slavery, servitude and forced or compulsory labour.

Exploitation can take many forms, including forced labour, slavery, servitude, forced criminality and the removal of organs.

[The National Referral Mechanism \(NRM\)](#) is the UK framework (under s49 of the Modern Slavery Act 2015) for identifying and supporting potential victims of exploitation and modern slavery.

Further information on the indicators of exploitation and modern slavery, support available to victims, referral pathways to the NRM and professional training resources can be found in the statutory guidance here: [National referral mechanism guidance: adult \(England and Wales\) - GOV.UK](#)

Where there are reasonable grounds to believe that a child may be a victim of slavery or human trafficking, the school will liaise with relevant agencies and an authorised '[First Responder Organisation](#)', in accordance with part 4 of the statutory guidance, as schools are not designated First Responders and therefore cannot make referrals directly to the NRM.

Staff should be aware that modern slavery is a form of child abuse and may be linked to, or occur alongside, other forms of abuse, neglect and exploitation, including CCE, CSE, county lines activity and trafficking. **Professional curiosity is essential** in identifying children who may be at risk, as they may not recognise their experiences as harmful or be able to disclose them.

### **13.Honour or Faith Based violence and abuse**

#### **Honour or faith-based abuse (including female genital mutilation and forced marriage)**

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, **including female genital mutilation (FGM), forced marriage**, and practices such as breast ironing.

Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA and if staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they will speak to the designated safeguarding lead (or a deputy).

As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care.

### **14A.-FGM – Female Genital Mutilation**

FGM is defined as all procedures involving the partial or total removal of the external female genitalia or any other injury to the female genital organs for non-medical reasons. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff should be aware of the indicators that a child may be at risk of, or affected by, Female Genital Mutilation (FGM). Whilst the presence of a single indicator may not in itself indicate risk, a combination of factors may suggest that further exploration is required. NSPCC guidance: [Female Genital Mutilation | NSPCC](#)

Staff will exercise professional curiosity, be sensitive when discussing concerns and recognise that a child may not be aware that they are at risk of FGM. Any concerns will be reported in line with the school's safeguarding and child protection procedures.

Further information can be found in the [multi-agency statutory guidance on female genital mutilation - GOV.UK](#) and the [Female genital mutilation: resource pack - GOV.UK](#) particularly section 13.

**FGM mandatory reporting duty for teachers:** Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a **statutory duty upon teachers** in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Teachers who fail to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining Students; however, where a teacher discovers that an act of FGM appears to have been carried out, they must make a report to the police in accordance with statutory guidance. Unless there is a good reason not to do so, teachers should also inform the Designated Safeguarding Lead (DSL) as soon as possible so that appropriate safeguarding support can be considered.

**NB:** This mandatory reporting duty does not apply to cases where FGM is suspected, where a child may be at risk of FGM, or where the victim is aged 18 or over. In such circumstances, staff should follow the school's child protection and local safeguarding procedures.

**14B.-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, (if they have learning disabilities, for example). e.g. due to some forms of SEND. Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage, along with threats that can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent

Forced marriage is a crime in the UK and a form of honour-based' abuse (HBA).

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

## **15.Preventing Radicalisation**

For the purposes of this policy, “**extremism**” is defined by the government as the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2)

For the purposes of this policy, “**radicalisation**” refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, “**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 Students from the risk of radicalisation is part of the school's wider safeguarding duties. Balshaw's CE High School will actively assess the risk of Students being radicalised and drawn into extremism and/or terrorism. We will ensure procedures are in place for staff to be alert to changes in Students' behaviour

which could indicate that they may need help or protection. **School/College** will also ensure that staff can use their professional judgement to identify Students who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a referral to Channel and are aware how to do so. The school will work with local safeguarding arrangements as appropriate to ensure awareness of local & national incidents that may heighten the activity of extreme groups or cause increased curiosity of children.

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, Balshaw's 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 and the Prevent Lead will undertake the Lancashire Prevent partnership in depth training, available via the Lancashire Prevent partnership website. [www.lancashirepreventpartnership.org.uk](http://www.lancashirepreventpartnership.org.uk). All other staff should complete the online Home Office Prevent training as a minimum.

The DSL and the Prevent Lead are able to provide advice and support to other staff on how to protect Students against the risk of radicalisation and will ensure that all staff and governors have received appropriate and up-to date training that is refreshed at least every two years. [Add specific information on training that has taken place in your setting if you wish.]

The Online Safety Policy will support the safeguarding of children online by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering and monitoring software and supervision is in place. Systems are regularly tested using technology such as the [testfiltering.com](http://testfiltering.com) filter checking utility, recording the results and addressing as required.

**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.

Balshaw's will ensure that ALL Staff, Governors 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 -

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

#### Can we evidence that we:

- Developed a Prevent action plan to reduce this risk, which has been signed off by governors;
- Conduct relevant checks in order to prohibit extremist speakers and events in school;
- Put strategies in place to manage access to extremist material i.e. by ensuring appropriate and proportionate online filtering and monitoring occurs in school.
- Work in partnership with parents, the local community and other agencies to fulfil our duties;

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. As with any other concern, the risk of harm is raised when young people are vulnerable and is often noticed when children change their behaviour, clothing or attitudes. Younger children

may repeat the language and comments of adults and staff should be alert to this (alongside the fact that older siblings and adults may also show signs).

Early indicators which everyone should be aware of include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of passing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others;

Staff will use their judgement in identifying children who might be at risk of radicalisation and respond proportionately; this may include making a referral to the Channel programme (with consent). Any concerns about radicalisation or extremism of any kind should be treated as a safeguarding issue, in-line with this policy i.e. in the first instance a discussion should take place with the DSL, who will make a decision about speaking to parents/carers, the need to seek external advice and, where necessary make ongoing referrals to Channel, children social care and/or police in-line with locally agreed procedures and protocols. If school makes a referral to Channel, the DSL may be asked to attend a Channel panel to discuss the individual referred to determine whether and what ongoing support is required.

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.'

The Online Safety Policy will support the safeguarding of children online by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software and supervision is in place.

**External, Prevent-related advice can be sought from: [Pam.Smith@lancashire.gov.uk](mailto:Pam.Smith@lancashire.gov.uk), 01772 530591**

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism you can also seek advice and support via:

Email: [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

Helpline: **020 7340 7264** (Open Monday to Friday from 9am to 6pm (excluding bank holidays))

There is also a central Safeguarding Team based at Police HQ, Hutton. This is the public protection team of the Counter Terrorism Branch (TCB) Telephone: **01772 413029**

### **Further Information & Resources**

[Prevent duty guidance](#)

[Prevent duty advice for schools](#)

<http://www.tsbc.co.uk/docs/schools-prevent-self-assessment-toolkit-section-2.docx>

[Educate Against Hate Website](#)

<https://www.educare.co.uk/courses/prevent-duty-early-years/>



Please contact any of the above if you have a concern, are unsure whether you need to make a Channel referral or want to discuss an open case. Remember it's got to be Prevent/Channel concern i.e. there is a worry around radicalisation or extremism or potential for the same.

If out of hours and you have a concern that you feel needs **urgent action** then please consider the telephone numbers below and ask that CTB are informed.

- **Police Emergency 999**
- **The police non-emergency number 101**
- **Anti-Terrorism Hotline 0800 789 321**

### **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.

Balshaw's C.E high School will ensure that ALL Staff, Governors and volunteers are informed and have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty.'

|                                |                        |
|--------------------------------|------------------------|
| <b>Prevent Lead</b>            | <b>Angela Wilson</b>   |
| <b>Prevent Governor Lead</b>   | <b>Paul Davies</b>     |
| <b>Prevent Curriculum Lead</b> | <b>Steven Haycocks</b> |

## **16.Behaviour as an Indicator of Concern**

Staff should be alert to changes in a child's behaviour, presentation, attendance, engagement, emotional wellbeing, relationships or conduct, including any sudden deterioration. Behaviour should not be viewed in isolation, and staff should consider whether it may be linked to an underlying safeguarding concern.

School and college staff should recognise that changes in behaviour may indicate that a child has experienced, or is experiencing, abuse, neglect, exploitation, trauma, mental health difficulties, or other safeguarding concerns. Behavioural changes may be a sign that a child needs early help, support or protection.

All staff receive safeguarding training that includes understanding behaviour as a potential indicator of need, vulnerability or risk. When responding to behavioural incidents, staff will demonstrate professional curiosity, consider the wider context, and explore whether there may be underlying safeguarding concerns contributing to the child's behaviour.

Where concerns arise, the Designated Safeguarding Lead (DSL) will consider the child's experiences and circumstances both within and beyond the school or college, including factors relating to their home life, peer relationships, community experiences and online activity, where appropriate. Information will be considered as part of a wider assessment of the child's needs and vulnerability.

Any action taken in response to behaviour will be proportionate, support the child's welfare and safety, and take account of any identified safeguarding needs. Behaviour management approaches, interventions and sanctions will be applied fairly and will not place a child at increased risk of harm, re traumatisation, exclusion from support, or further vulnerability.



## **17. Mental Health**

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect, exploitation or other adverse childhood experiences.

Staff should not attempt to diagnose mental health conditions or disorders. However, they should be alert to children whose behaviour, presentation, emotional wellbeing or attendance may suggest they are experiencing mental health difficulties or may be at risk of developing them. Staff should also recognise that experiences such as abuse, neglect, domestic abuse, bullying, bereavement, trauma and other adverse experiences can have a significant impact on a child's mental health, behaviour and educational outcomes.

If staff have a concern about a child's mental health that is also a safeguarding concern, they must follow the school's safeguarding and child protection procedures and report their concerns without delay to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL).

Schools should ensure that staff are aware of the support available to children and families, including pastoral support, early help services, mental health in schools support teams (where available), school nursing services, Child and Adolescent Mental Health Services (CAMHS), and other relevant local health and wellbeing services.

An open and supportive culture should be promoted within the school, where children feel able to discuss their emotional wellbeing and seek help when needed. Schools should work collaboratively with parents, carers and relevant agencies to identify and provide appropriate support at the earliest opportunity.

Where there are concerns that a child may be at immediate risk of harm to themselves or others, schools should take prompt action to ensure the child's safety, including seeking urgent medical assistance by contacting emergency services, or arrange for them to be taken to Accident and Emergency (A&E), immediately by a parent/carer or other suitable person.

If a child needs urgent help for their mental health, but it is not an emergency, staff can get help from NHS 111 online or by telephone, as appropriate.

## **18. Concealed and denied Pregnancy affecting attendance at school**

KCSIE 2026 highlights that staff should be particularly alert to the potential need for additional support for children who are pregnant and/or are parents themselves. School and college staff should consider the individual needs, welfare, vulnerability and support requirements of these children and ensure appropriate safeguarding, pastoral and multi-agency support is in place where required.

### **Concealed and Denied Pregnancy**

While not a specific safeguarding issue identified within KCSIE 2026, Lancashire Safeguarding Children's Partnership recognises that concealed and denied pregnancy can present significant safeguarding concerns for both the young person and the unborn child. School and College staff should exercise professional curiosity where there are indicators that a pregnancy may be concealed or denied and should follow local safeguarding procedures, seeking advice from safeguarding leads and partner agencies as appropriate.

A **concealed** pregnancy is when:

- An expectant mother knows she is pregnant but does not tell any professional; or
- An expectant mother tells another professional but conceals the fact that she is not accessing antenatal care; or

- A pregnant woman tells another person or persons, and they conceal the fact from all health 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 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. This may also be due to mental illness, substance misuse or as a result of a history of loss of a child or children. In some cases, the expectant mother may be truly unaware that she is pregnant, or she may be in denial of her pregnancy.

Where there is a suspicion of a concealed or denied pregnancy, **[School Name]** 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://proceduresonline.com)

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

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

[Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership \(proceduresonline.com\)](https://proceduresonline.com)

Further training is available for staff regarding concealed or denied pregnancy [Concealed-and-Denied-Pregnancy-2020-7MB.pdf \(lancshiresafeguarding.org.uk\)](https://lancshiresafeguarding.org.uk)

## **19.Sharing nude and semi nude images**

Formally referred to as sexting, sharing nudes and semi nudes is defined as the production, 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 – 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>

It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

The school will ensure that staff are aware to treat the sharing of indecent images, including through sexting, 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 instances of sexting in the school community, including understanding motivations, assessing risks posed to Students 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 Students 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.

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 Students, 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 Students 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 Students 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.

### **19A. Sextortion**

There has been a large increase in reports of children and young people being forced into paying money or meeting another financial demand after an offender has threatened to release nudes or semi-nudes of them. This is financially motivated sexual extortion, a type of online blackmail often referred to as ‘sextortion’. It is a form of child sexual abuse. We will ensure through effective communication and staff updates that staff are aware that this can happen and the school will follow guidance issued by the [National Crime Agency](#).

### **19B. Youth produced sexual images (including where generated by AI)**

School and college staff should be aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern. This includes where images have been digitally altered or wholly generated using artificial intelligence, including what are sometimes described as ‘deepfakes’ or ‘deep nudes’.

Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes, including those altered or created by AI, in the school community, including how to respond and report concerns.

Staff should be aware that creating, possessing, and distributing indecent imagery of children, including images altered or generated using AI, is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will work with external agencies so that Students are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, 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, including altered or generated using AI, depicting them or someone else, the staff member will:

- Respond empathically and sensitively to the pupil without blaming or shaming anyone involved and reassuring them that they can receive support from the school’s DSL.
- Refrain from viewing, copying, printing, sharing, storing or saving the imagery.
- Inform the school’s DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Report the incident to the school’s DSL.

Where required, school may refer to the police and CSC and may need confiscate phones/electronic devices to support any potential investigation. School will consider whether there is any ongoing risk to the child/ren involved and what support they may benefit from.

School will make children aware of the [Report Remove tool](#) and support them to use this.

See also further guidance and support: [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#)

## **20. Private Fostering**

Private fostering occurs when a child under 16 years old (or under 18 if they have a disability or special educational needs) lives with someone who is not a close relative for 28 days or more. If a UK homestay lasts 28 days or longer, it may also be considered private fostering under the Children Act 1989.

When a school becomes aware that a pupil is being privately fostered, they must inform Children's Social Care (CSC) promptly so that the local authority/CSC can carry out the necessary checks and ensure the child's welfare.

Where a private fostering agreement is confirmed, the child will remain open to CSC throughout the duration of the agreement. It is a criminal offence not to notify the Local Authority in cases of private fostering.

[Lancashire Safeguarding Partnership - Private Fostering](#)

## **21.Students with family members in prison**

Approximately 200,000 children have a parent sent to prison each year and we are mindful that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. For some children the process can feel very like bereavement and we will provide them with appropriate support at every stage.

Children with family members in prison are at increased risk of poverty, stigma, isolation and poor mental health. Schools will not always be informed when a family member receives a custodial sentence, but where they are informed there will be an offer of support in line with their needs and wishes.

School staff should be aware that children who have experienced parental imprisonment are more likely to be absent (or excluded) than their peers, to experience mental ill health and drug and alcohol misuse; they are also less likely to be in education, training or employment in later life. Staff should understand the need for tailored, trauma informed and sensitive support that can help mitigate potential harm and help encourage stability.

Families can access support from [The Prisoner Family Helpline](#) which is free and confidential for families who are in contact with the criminal justice system in England and Wales.

## **22.Children from Black, Asian, Minoritised Ethnic and Diverse Communities**

Children and families may experience additional barriers to accessing support or may be disproportionately affected by discrimination, prejudice, stereotyping, bias and inequalities. These experiences can impact how children are perceived, identified and supported by services.

Staff will be aware that safeguarding incidents and behaviours can be associated with factors outside the school environment and can be influenced by a child's individual circumstances, lived experiences, culture, ethnicity, religion, disability, sex, sexual orientation, gender identity or socio-economic circumstances.

The school is committed to providing an inclusive and anti-discriminatory environment where all children are valued, respected and safeguarded. There is no place for racism, discrimination, prejudice or harassment of any kind.

Staff will receive appropriate training and support to recognise and challenge discrimination, stereotypes, prejudice and bias, including unconscious bias and adultification. Staff will remain professionally curious and will consider the individual needs, experiences and identity of each child to ensure that children receive support, protection and intervention appropriate to their needs.

The school recognises that children from Black, Asian and minoritised ethnic communities, including Gypsy, Roma and Traveller communities, may experience particular barriers or vulnerabilities. Staff will work in

partnership with children, families and agencies to ensure that all children are listened to, understood and provided with equitable access to support and safeguarding services.

### **23.Serious violence**

All staff should be aware of the signs that may indicate a child is at risk from, or involved in, serious violence. Staff should be able to recognise these indicators and understand the appropriateness of timely information sharing and intervention. Such indicators may 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.

Whilst there may be an innocent explanation, these can also be indicators that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation, including county lines activity.

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.
- Disrupted education through permanent exclusion, suspensions, attending alternative provision or being on a reduced timetable.
- Having experienced child maltreatment or trauma.
- Having been involved in offending, such as theft or robbery.
- Having used drugs or alcohol in early adolescence
- Having previously been a victim or previously perpetrated violence

Staff should also be aware that violence can often peak in the hours just before or just after school, when Students are travelling to and from school and can concentrate in particular places. These times can be particularly risky for young people involved in serious violence. Schools should try to understand where these places are, with a view to working with partners to promote safety for children. Listening to children and consulting with staff can help establish when and where they feel unsafe. Working with wider partners can also help build understanding of the local context beyond the school and help co-ordinate a collective safeguarding response around the school day

The Designated Safeguarding Lead (DSL) will consider appropriate support and intervention for children who may be at risk of serious violence, criminal exploitation or associated harms, particularly at key points when concerns emerge or risks escalate. Support may include access to a trusted adult, pastoral support, targeted interventions such as social and emotional wellbeing support, mentoring, therapeutic services, early help and referral to relevant specialist agencies, where appropriate. Where a child is thought to be a risk of significant harm, local safeguarding arrangements will be followed with a report to police and children's social care.

Details on evidenced based approaches, (i.e. 'what works' centre for preventing violence) can be found at [Youth Endowment Fund](#).

## **24. Online Safety, Artificial Intelligence (AI), Filtering and Monitoring**

Balshaw's C.E High School will adhere to the Online Safety Policy at all times and is committed to keeping children safe online. We recognise that addressing online issues should form part of an integral part of school's safeguarding arrangements.

As part of a broad and balanced curriculum, all Students 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. This filtering system is called Sophos XG firewall. Also, IWF and CTIRU lists of blocked websites feed directly into the Sophos blocked lists. We also use Sophos web filtering, in which over 3,000 applications can be blocked/throttled/reported on. Further safeguarding measures online internally include context aware keyword filtering - NetSupport DNA monitors keyword strokes and phrases and cross-checking against a database of over 4500 words/phrases.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy on the school website. Finally, when school becomes aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy.

We recognise that online safety is a safeguarding issue and an integral part of its safeguarding arrangements. Balshaw's CE High School is committed to creating a safe online environment and will have due regard to Keeping Children Safe in Education, relevant statutory guidance and its Online Safety Policy.

Technology is a significant component in many safeguarding and wellbeing issues, and children and young people can be exposed to abuse, exploitation and harm online as well as offline. Staff will be aware of a range of online risks, including child-on-child abuse, cyberbullying, online grooming, exploitation, harmful content, cybercrime, financially motivated sexual extortion (sextortion), harmful online communities and communication (COM) groups, radicalisation, misinformation, disinformation and the misuse of artificial intelligence (AI). Staff will remain vigilant to emerging online trends and concerns and will respond in line with the school's safeguarding procedures and relevant national guidance.

As part of a broad and balanced curriculum, children and young people will be taught about online safety and the safe, responsible and respectful use of technology. This will include understanding and managing risks associated with the four areas of online risk:

**Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories

**Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

**Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying

**Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Balshaw's CE High School will ensure that appropriate filtering and monitoring systems are in place on **ALL** school and college owned devices, systems and networks, including desktop computers, laptops, tablets, mobile devices and internet-enabled technology. An annual review of filtering and monitoring systems will

take place with the Network Manager and Curriculum Lead for Information Technology and the DSL to ensure they remain effective, proportionate and appropriate to the safeguarding needs of children and young people. This will be shared with the Governing Body. Any inappropriate access, behaviour, activity or searches identified through filtering and monitoring systems will be responded to promptly and managed in accordance with the school's safeguarding procedures.

Staff will be aware that filtering and monitoring systems are only one part of the school's approach to online safety. Effective safeguarding also requires ongoing staff vigilance, professional curiosity, education, supervision and appropriate intervention where concerns are identified. Staff must not rely solely on technology to safeguard children.

We will maintain appropriate communication with parents and carers to reinforce online safety messages and support them in understanding how children access and use online services, digital technologies and devices safely inside and outside of school.

All staff will understand their roles and responsibilities in relation to online safety, including the school's filtering and monitoring arrangements, and will know how to identify, respond to and escalate concerns. Staff will receive information regarding filtering and monitoring as part of induction and through regular safeguarding updates.

We will ensure that it meets the [filtering and monitoring standards](#) published by the DfE.

We will ensure that staff remain aware of emerging online risks, trends and technologies, including those involving artificial intelligence (AI), online communication platforms and groups, online exploitation, cybercrime and other emerging safeguarding concerns.

Balshaw's CE High School is aware of the DfE guidance on the [Generative Use of AI in Education 2025](#) and where Generative Artificial Intelligence (AI) tools are used within the school or college, leaders will ensure that all staff understand the associated safeguarding, privacy, data protection, online safety and professional conduct considerations. Staff will be supported through appropriate guidance, training and policies to ensure the safe, appropriate and lawful use of AI technologies.

Where we become aware of an online safety incident that has occurred outside of the setting, it will be managed in accordance with the Safeguarding Policy, Child Protection Policy and Procedures, Online Safety Policy and Behaviour for Learning Policy, where appropriate.

Further information regarding the school's approach to online safety, including filtering and monitoring arrangements, can be found within the Online Safety Policy

#### **24A. Online safety relating to remote education, virtual lessons and live streaming**

Where remote education is used, Balshaw's CE High School will ensure appropriate safeguarding arrangements are in place and will follow current Department for Education guidance on safeguarding and remote education. Parents and carers will be supported to understand how children access online learning, the platforms being used and the measures in place to help keep children safe online.

[Safeguarding and remote education - GOV.UK](#) and [Providing remote education: guidance for schools - GOV.UK](#)

#### **24B. Personal electronic devices**

The use of personal electronic devices, including mobile phones and cameras, by staff and Students is closely monitored by the school, in accordance with the Staff Code of Conduct and Behaviour for Learning Policy.

Where photographs and videos will involve Students, who are CLA, adopted Students, or Students 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 Students who are CLA or who have been adopted, liaise with the Students' social workers, carers or adoptive parents to assess the needs and risks associated with the Students.



Staff will report any concerns about Students' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures. Balshaw's C.E High School is committed to keeping Students 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.

The use of mobile phones, personal electronic devices and devices with image-capturing capabilities by staff, Students, volunteers and visitors will be managed in accordance with the school's safeguarding arrangements and the Mobile Phone and Smart Technology Policy, the Staff Code of Conduct, Safeguarding leaflet for Visitors to school and the Behaviour for Learning Policy.

The school recognises that technology provides significant educational and communication benefits, but that inappropriate use may present safeguarding, privacy and online safety risks. All staff should remain vigilant to concerns relating to the use of electronic devices and report any safeguarding concerns relating to Students, staff, volunteers or visitors to the Headteacher and/or Designated Safeguarding Lead (DSL) in line with school procedures.

The school will:

- obtain appropriate consent for the taking and use of photographs and/or videos of children in accordance with data protection, safeguarding and school procedures;
- ensure that staff, volunteers and visitors **do not** use personal devices to photograph, record or store images of children unless explicitly authorised in accordance with school procedures;
- ensure that all staff, Students and relevant stakeholders comply with the school's Acceptable Use of Technology Policy and associated online safety procedures;
- maintain clear expectations regarding the use of personal and school-issued devices to promote the safety and wellbeing of children and young people;
- ensure concerns regarding the misuse of technology, including the inappropriate use of mobile phones, cameras, tablets, wearable technology or artificial intelligence tools, are reported and managed in accordance with safeguarding procedures.

Where photographs and videos will involve Students who are CLA, adopted Students, or Students 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 Students who are CLA or who have been adopted, liaise with the Students' social workers, carers or adoptive parents to assess the needs and risks associated with the Students.

**In line with government expectations regarding [mobile phone use in schools](#), the school will have clear arrangements in place governing the use of mobile phones and other personal devices during the school day.**

Staff will ensure that mobile phones and personal electronic devices are stored securely and are inaccessible to children. Personal electronic devices, including smart watches with image-capturing functionality and smart glasses, must not be used in areas accessed by children.

Electronic devices, including school-issued devices, **must not** be used in areas where personal or intimate care is taking place unless there are clear operational reasons and appropriate safeguards are in place. Any

concerns regarding the presence or misuse of electronic devices in such areas must be reported immediately to the Headteacher and/or DSL.

#### **24C. 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.

### **25.Context of safeguarding incidents**

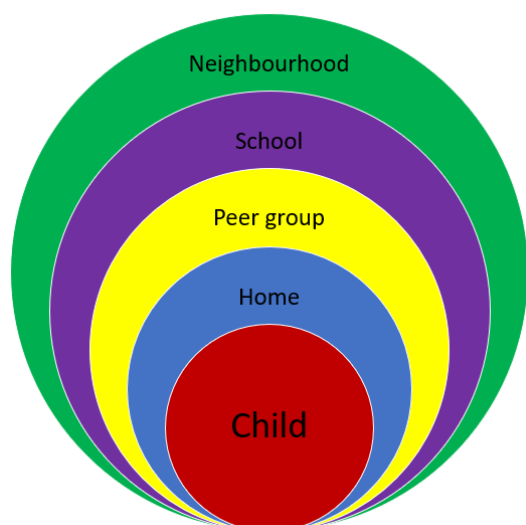
It is always safer to discuss any welfare, safeguarding or child protection matter with the DSL or DDSL in school, regardless of how minor it may appear at face value. You are not bothering anyone, wasting their time or being a nuisance; you are safeguarding children! If you have any concerns about a child's welfare or safety you should act immediately and discuss them with the DSL or Deputy DSL.

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 Students’ 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.

Safeguarding policy and practice at our school reflects and is tailored to our local context and that of children and partners. This means that what we do and how we do it is oriented around a wide view and understanding of what may happen to children in school and beyond, including online.

We also remain firmly committed to making the fullest possible contributions to multi-agency planning, information gathering / sharing, risk assessment / management, support and review processes in order to:

- a. establish whether wider environmental factors are present in a child’s life and are a threat to their safety and/or welfare; and
- b. ensure that interventions focus on addressing these.



Threats and risk can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as 'county lines', trafficking, modern day slavery, online abuse, sexual exploitation and the influences of extremism leading to radicalisation. Extra-familial harms take a variety of different forms then and children can be vulnerable to multiple harms.

## **26. Students potentially at greater risk of harm**

Balshaw's CE High School staff are aware that some children can be at greater risk of harm or face additional barriers to recognising, reporting or disclosing abuse, neglect and other safeguarding concerns. Staff should take these vulnerabilities into account when identifying concerns, assessing risk and providing support. Considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

### **26A. Students who need social workers**

Children may require the support of a social worker due to safeguarding or welfare concerns. These experiences can make children more vulnerable to harm, exploitation, abuse, neglect, and poor educational outcomes.

The Designated Safeguarding Lead (DSL) will work closely with the Local Authority and, where appropriate, hold and use information about Students who have, or have had, a social worker. This information will be used to help identify and address additional safeguarding needs and to promote the child's welfare, safety, and educational outcomes.

Knowing that a child has a social worker can assist schools in making informed decisions about the support they may need. This may include responding appropriately to unauthorised absence, providing targeted pastoral or academic support, and considering any additional interventions required to improve attendance, behaviour, wellbeing, and achievement.

The school recognises that children with a social worker are a group who may be vulnerable and that effective information sharing and multi-agency working are essential in ensuring they receive the help and support they need.

### **26B. Students with SEND**

Children and young people with Special Educational Needs and Disabilities (SEND), including those with and without an Education, Health and Care Plan (EHCP), and those with certain medical conditions or physical health needs, can face additional safeguarding challenges both online and offline.

We recognise that additional barriers may exist when identifying and responding to abuse, neglect and exploitation within this group. Staff will be aware that:

- indicators of possible abuse, neglect or exploitation, such as behaviour, mood, attendance concerns or injury, should not automatically be assumed to relate to a child or young person's SEND, disability, medical condition or health need without further exploration;
- children and young people with SEND or certain medical conditions may be more vulnerable to bullying, including prejudice-based bullying, child-on-child abuse and exploitation;
- they may be disproportionately impacted by safeguarding concerns whilst displaying fewer outward signs of distress;
- communication barriers may affect their ability to recognise, understand, disclose or report abuse and seek help;
- some children and young people may require intimate or personal care and may be more dependent on adults to meet their daily needs;
- social isolation or difficulties in forming and maintaining relationships may increase vulnerability;

- some children and young people may experience difficulties understanding risk, healthy relationships, consent, or distinguishing between fact and fiction, particularly within online environments.

We will ensure that the wishes, feelings and lived experiences of children and young people with SEND, medical conditions or physical health needs are taken into account when responding to safeguarding concerns. Appropriate communication support and reasonable adjustments will be provided where required to enable children and young people to be heard and understood.

Any safeguarding concerns involving a child or young person with SEND, medical conditions or physical health needs will involve close liaison between the Designated Safeguarding Lead (DSL) (or Deputy DSL) and the SENCO, together with parents/carers and other relevant professionals where appropriate.

We will consider whether additional pastoral support, communication support, reasonable adjustments or safeguarding measures are required to support the safety, wellbeing and educational outcomes of children and young people with SEND, medical conditions or physical health needs.

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

- Students 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
- Students 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 Students 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 SENDCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

The well-being of all children in our school is supported and our pastoral system ensures that we build relationships and monitor pupil wellbeing on a regular basis. We are also mindful that children with special educational needs (SEN), disabilities and/or medical conditions can face additional safeguarding challenges, not least because additional barriers can exist when recognising abuse and neglect:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further, appropriate exploration;
- There can be a reluctance to even consider the possibility that someone would abuse a disabled child;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

We recognise that Children with special educational needs (SEN) and disabilities can be disproportionately impacted by issues such as bullying – without outwardly showing any signs. Research also indicates that they are especially vulnerable to all forms of abuse and neglect, including fabricated or induced illness, for various reasons e.g. dependency; communication difficulties, isolation etc. A number of serious case reviews have also highlighted the dangers inherent in focusing on adult rather than a child's needs and on a primary focus on support as 'opposed' to potential risk (of abuse).

Additional barriers can exist when recognising abuse and neglect in this group of children. For example, assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration, or a reluctance to even consider the possibility of abuse. These

children can also suffer abuse in ways other than via overt physical or sexual assaults which means that staff need to be mindful of a wide-range of issues when working with these young people.

For example, privacy, dignity and respect, food, mobility/restraint, intimate care, finances, medication, the use of aids and adaptations. In order to safeguard children with more complex needs, staff in school will work especially hard to develop the skills they need to give them a 'voice'. In practice, three essential questions always need to be asked:

- I. What is expected of this child? – developmentally, behaviourally etc;**
- II. Do I / we understand how any condition, disability, impairment or other factor e.g. culture impacts?**
- III. How well can I / we understand and communicate with this child?**

National guidance makes it clear that for some children it is not yet possible to prescribe techniques for communicating about possible abusive experiences in ways which are reliable and evidentially safe. Spontaneous disclosures are rare from disabled children, especially those who use alternative or augmentative communication systems and abuse is more likely to be identified via physical signs, behavioural responses and/or emotional presentation/changes. Therefore, it is imperative that staff are vigilant.

First, we will apply the principles and practice laid-out in this and related policies to all children who attend out school. Where SEN and disabled children are concerned we will ensure that:

- We fulfil our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty;
- We know our children and their wider circumstances and context(s) well;
- We work effectively with parents, carers and other agencies / professionals, including where any safeguarding or child protection issues arise;
- Key staff are absolutely familiar with relevant guidance protocols, procedures and documentation

Staff possess / develop the skills they need to give all children a 'voice' and, where necessary, to ensure that we are able to advocate effectively for them

- Staff develop appropriate skills and knowledge around issues and conditions affecting individual children, accessing further and specialist training where necessary;
- Transitions are well planned and as smooth as possible.
- Where children with SEN and / or disabilities are concerned, we are especially mindful of the need for a proactive, cautious and measured approach where promoting positive behaviour and, in extremis, the use of reasonable force are concerned.
- We plan carefully and in partnership so that we can deliver positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers. We will also monitor, review and reflect on any issues or incidents in order to try and reduce the occurrence of behaviour which challenges and the need to use reasonable force.

Disabled children might also suffer abuse other than via overt physical or sexual assaults. This means that staff need to think carefully and holistically about the needs of individual children in respect of things like privacy, dignity and respect, food, mobility, online activity, promoting positive behaviour, medication, finances, supervision, restraint, intimate care and the use of aids and adaptations.

**The SENCO in school is: Marie Rogerson**

**Further Information and Guidance**

[Council for Disabled Children EHC Plans explained](#)

[Council for Disabled Children useful resources - participation, transitions etc.](#)

[Medical-conditions: supporting Students at school](#)

[Mental health and behaviour](#)

[Ofsted 2018 - physical intervention and restriction of liberty](#)

**26C.Children in the care/previously in the care of the Local Authority and children in kinship care**

Children looked after, previously looked after children and children living in kinship care may face additional barriers to education, attendance, wellbeing and safeguarding. Many children become looked after as a result of abuse, neglect, exploitation and other adverse childhood experiences, and may remain vulnerable despite the support available to them.

The school will ensure that staff who need to know have access to relevant information about a child's circumstances in order to safeguard and promote their welfare. This may include:

- the child's legal status and care arrangements;
- contact arrangements with parents and others who hold parental responsibility;
- the level of authority delegated to carers;
- the identity and contact details of the child's social worker, where applicable;
- details of any professionals involved with the child and family;
- information relating to the child's education, wellbeing and safeguarding needs.

The school will ensure that staff understand their responsibilities in relation to children looked after, previously looked after children and children living in kinship care, and will have due regard to relevant statutory guidance and local procedures.

The DSL will work closely with the Designated Teacher, maintain effective links with the relevant Virtual School and relevant agencies to promote positive educational outcomes, contribute to Personal Education Plans (PEPs), other planning and effective safeguarding arrangements for these children in accordance with local authority and placing authority requirements.

The school recognises that some children may be living in kinship care arrangements, including under a Special Guardianship Order (SGO), Child Arrangements Order (CAO) or other private family arrangement. These children may require additional support and safeguarding consideration. Where appropriate, the school will obtain and retain relevant documentation to verify parental responsibility, delegated authority and care arrangements, ensuring that information is recorded and shared securely in accordance with data protection and safeguarding requirements.

**26D.Looked After Children (LAC)**

The most common reason for children becoming Looked After by the LA is as a result of abuse, abandonment 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. The Lead for children in school who are LAC is Mrs A Wilson – Deputy Headteacher.

## **26E. LGBTQ+ Students**

The fact that a child or young person may be LGBTQ+ is not, in itself, an inherent risk factor for harm. However, staff will be aware that LGBTQ+ children and young people can be targeted by others and may experience bullying, harassment, discrimination or prejudice-based abuse. Staff will also be aware that, in some cases, a child or young person who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as those who identify as LGBTQ+.

Staff will recognise that the risks to these children and young people can be compounded where they do not have a trusted adult with whom they can speak. The **school/college** will endeavour to reduce any additional barriers faced by these children and young people and provide a safe, inclusive environment in which they feel able to share concerns and access support when required.

Where a child is questioning their gender, the school will respond in a sensitive, respectful and child-centred manner, ensuring that the child's welfare remains the paramount consideration at all times. Any concerns, disclosures or requests relating to a child questioning their gender will be considered through the school's safeguarding processes and led by the Designated Safeguarding Lead (DSL) where appropriate. The school will have regard to the statutory guidance set out in Keeping Children Safe in Education (KCSIE) 2026 and any associated Department for Education guidance when making decisions, ensuring that the best interests, wellbeing and safety of the child and other children are carefully considered. Parents/carers will normally be involved in decision-making unless there is reason to believe that doing so would place the child at risk of harm, in which case safeguarding procedures will be followed. All cases will be assessed individually, with decisions recorded and reviewed as appropriate

## **27.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.

## **28.Attendance - Children absent from school and missing from education - CME**

Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these Students are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor Students that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the School Attendance and Punctuality Policy. School will inform the 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.

Staff will monitor Students that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the School Attendance and Punctuality Policy. The school will inform the 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. We will follow local guidance when children go missing from home <https://www.safeguardingpartnership.org.uk/missing-from-home-protocol-trigger-plan/>

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

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as is possible, the identity of children of compulsory school age who are missing education in their area. The Attendance Officer, Family Support Officer and Deputy Headteacher Pastoral in school monitor attendance and absence carefully and are mindful of the vulnerability of children missing education. We need to know where children are in order to keep them safe and follow-up non-attendance in a timely and robust way, especially where this is repeated. We work with parents to ensure children attend regularly and will set up attendance plans to help improve matters when this is too low. Attendance plans and Attendance Contracts may involve the Local Authority, or attendance at Court. Warning letters and Attendance panels are held in order to help parents understand the importance of good attendance and consequence of persistent absence for their child and them as parents.

### **28B - Elective Home Education (EHE)**

Parents have the right to choose Elective Home Education (EHE) for their child. However, the school recognises that, in some circumstances, children who are educated at home may be less visible to the universal and targeted services that support, safeguard and promote their welfare.

In accordance with the Education (Pupil Registration) (England) Regulations 2006, the school will notify the Local Authority of all deletions from the admissions register as required by statutory guidance.

Where a parent expresses an intention to remove their child from school to electively home educate, the school will, wherever possible, work in partnership with the Local Authority and other relevant professionals to discuss the decision with the family before it is finalised. Particular consideration will be given where the child has special educational needs and/or disabilities (SEND), is vulnerable, is in receipt of support from Children's Social Care, or has an Education, Health and Care Plan (EHCP).

Where a child is removed from roll for Elective Home Education and there are existing or emerging safeguarding concerns, the school will ensure that relevant information is shared with the Local Authority and other appropriate agencies in line with safeguarding and information-sharing procedures.

The school remains committed to supporting the welfare and educational needs of children and young people within its community. Families seeking advice, information, or support regarding Elective Home Education, re-engagement with education or assistance in accessing suitable educational provision, or signposting to accessing appropriate services and/or support can contact the school directly via: [enquiries@balshaws.org.uk](mailto:enquiries@balshaws.org.uk)

## **29.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.



Students 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, schools are responsible for the safeguarding and welfare of Students 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

### **30. 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.

We recognise that children and young people who have experienced adverse childhood experiences (ACEs), trauma, abuse, neglect or other significant life events may be at increased risk of developing difficulties relating to their emotional wellbeing, mental health, relationships, behaviour, attendance, learning and development.

Staff will be supported to understand the potential impact of trauma and adversity on children and young people and will seek to consider the child's lived experiences when identifying needs and planning support.

Where a child or young person is known, or believed, to have experienced trauma, appropriate support will be considered in line with their individual needs, safeguarding arrangements and relevant guidance. This may include the provision of pastoral support, reasonable adjustments and multi-agency working with relevant professionals and services.

We recognise that some children and young people may have experienced trauma that is not known or disclosed. Staff will maintain professional curiosity, remain alert to indicators of need and seek to build trusted relationships which enable children and young people to access help and support when required.

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.

Further information regarding trauma-informed practice and supporting children who have experienced adversity can be found via the UK Trauma Council resources: [Guidance on creating the best environment for recovery - UK Trauma Council](#)

### **31. Safeguarding in Extracurricular Activities and External Provision**

Extra-curricular activities and clubs hosted by external bodies, (for example to community groups, sports associations, and service providers to run community or extracurricular activities), will work in collaboration with the school to effectively safeguard children and young people and will adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of Students. 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.

We 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.

The School and Governing Body hire and rent out school facilities/ the school premises to organisations and individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep Students 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 Body 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 Body 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 Body will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college. The Governing Body 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.

## **32.Alternative Provision**

When we place a Student with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. The school will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can assure itself that appropriate safeguarding checks have been carried out on new staff. These records will be appropriately stored and regularly reviewed.

## **33.Work experience**

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has Students conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16. Mr Trevor Smith, Assistant Headteacher is in charge of Work Experience

## **34.Managing referrals**

The school reporting and referral process will be followed accordingly. All staff members, in particular the DSL, will be aware of the LA'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 Students 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 Students: 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 effectively supported, and knows where they can access additional support.

All staff members, in particular the DSL, will be aware of the LA'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 designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care,
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme,
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the Students 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 child or young person 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 Students: 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 effectively supported, and knows where they can access additional support.

If the school are dissatisfied, local escalation procedures will be followed. [Conflict Resolution and Professional Challenge Process](#)

### **35.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 Headteacher. If the concern is with regards to the Headteacher, it will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at the school will be raised with the 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 Vic Welch, Principal HR Manager - 01772 531814, email [WhistleblowingComplaints@lancashire.gov.uk](mailto:WhistleblowingComplaints@lancashire.gov.uk)  
Chair of Governors – [p.robinson@balshaws.org.uk](mailto:p.robinson@balshaws.org.uk)  
Or the NSPCC whistleblowing helpline 0800 028 0285.

### **36.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 Balshaw's C. E High School 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 Headteacher

- ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor and how to contact them
- The Headteacher and/or Chair of Governors 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 the Headteacher if any adult's conduct gives cause for concern
- All staff recognise the importance of sharing and reporting low-level concerns surrounding staff or any adult in a position of trust to the Headteacher.
- 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
- Staff are fully aware of Guidance for Safer Working Practice 2022 and the Staff Code of Conduct and are aware of professional expectations of their own behaviour and conduct.
- Further information, LADO referral information and flowchart of how allegations are managed: [Local Authority Designated Officer \(LADO\) - Lancashire County Council](#) includes the threshold matrix.
- Referrals will be made using the required format below when necessary. [https://my.apps.lancashire.gov.uk/w/webpage/request?form=management\\_of\\_allegations\\_notification](https://my.apps.lancashire.gov.uk/w/webpage/request?form=management_of_allegations_notification)

Balshaw's C.E High School 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.

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, trainee teachers, volunteers, contractors and any person who may use or hire the school premises, will be managed in line with the school or college's Whistleblowing Policy – a copy of which will be provided to, and understood by, all staff at induction.(this may also include concerns over practice)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 concerns / allegations that **may** meet the harm threshold and concerns / allegations that **do not**, referred to for the purpose of this policy as “low-level concerns”.

Allegations that meet the harm 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 Balshaw's CE High School will be made aware of these procedures and receive training on reporting concerns, including being aware of the role of the Local Authority Designated officer (LADO) and the following expectations and protocol:

- ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff, trainee teachers, volunteers and contractors) conduct to the Headteacher otherwise known as the "case manager".

- ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the Chair of Governors Rev'd Paul Robinson and how to contact them
- The Headteacher and or Chair Of Governors will make a referral to the Local Authority Designated Officer (LADO) when they feel the threshold of harm has been met
- CSAP procedures for dealing with allegations against staff will be followed [Allegations Against Staff or Volunteers](#)
- ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform the Headteacher 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 Headteacher.
- 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
- Staff are fully aware of Guidance for Safer Working Practice 2022 and Staff Code of Conduct and are aware of professional expectations of their own behaviour and conduct.
- Further information, LADO referral information and flowchart of how allegations are managed: [Local Authority Designated Officer \(LADO\) - Lancashire County Council](#) includes the threshold matrix.
- Referrals will be made using the required format below when necessary.  
[https://my.apps.lancashire.gov.uk/w/webpage/request?form=management\\_of\\_allegations\\_notification](https://my.apps.lancashire.gov.uk/w/webpage/request?form=management_of_allegations_notification)

At Balshaw's CE High School we recognise that children may make disclosures against someone who is in a position of trust / is working or volunteering with children, 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.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

General advice for whistleblowing can be found [here](#)

NSPCC whistleblowing advice line: [Click here for website](#) Tel: 0800 028 0285

Lancashire LADO – email: [LADO.admin@lancashire.gov.uk](mailto:LADO.admin@lancashire.gov.uk) Tel: 01772 536 694

Where the initial discussion leads to no further action, the "case manager" and the LADO will:

- record the decision and justification for it, and
- agree on what information should be put in writing to the individual concerned and by whom.

## **37.Low level concerns**

### **Low Level Concerns**

Balshaw's 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 Students.

Balshaw's High School 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. Balshaw's High School will strive to embed a culture of openness, trust and transparency in which our school's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

Balshaw's High School 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 Head teacher, Mr Haycocks or Mrs Wilson Deputy Headteacher. The Headteacher will always be kept informed of a low level allegations in a timely manner. If concerns are surrounding the Head teacher, this must be referred to the Chair of Governors. Guidance from Keeping Children Safe in Education, September 2024 will be followed in view of recording and storage of such concerns.

If in doubt whether the concern is a low-level concern, the Headteacher 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.

Balshaw's CE High School ensure that all staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviours from inappropriate, problematic or concerning behaviour in themselves and others and how to 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 Students.

[School Name] 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, trainee teachers, volunteers, contractors or those that have hired/let the premises) are dealt with promptly and appropriately. We will strive to embed a culture of openness, trust and transparency in which our values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.



We 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 Headteacher Mr Haycocks and the Head will always be kept informed of a low-level allegation in a timely manner. If concerns are surrounding the Head teacher, this must be referred to the Chair of Governors. Guidance from Keeping Children Safe in Education, September 2026, will be followed in view of recording and storage of such concerns.

If in doubt whether the concern is a low-level concern, the Headteacher 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.

### **38. Whistleblowing**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice. Appropriate whistleblowing procedures, which are reflected in staff training are in place and any such concerns can and should be raised with:

- i. The **Headteacher** in the first instance; or
- ii. The **Chair of Governors**

Appropriate whistleblowing procedures should be in place. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, these are two whistleblowing channels they could use:

Advice on whistleblowing and Government guidance: Whistleblowing for employees-

#### **Local Authority Designated Officer**

Lancashire LADO – Tim Booth, Shane Penn & Donna Booth [LADO.admin@Lancashire.gov.uk](mailto:LADO.admin@Lancashire.gov.uk)

**Public Concern at Work** (National charity offering free whistle-blowing help and advice)

Tel: 020 7404 6609

E: [helpline@pcaw.co.uk](mailto:helpline@pcaw.co.uk)

#### **Ofsted**

Tel: 0300 123 3155

[whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

#### **NSPCC Whistleblowing Helpline**

Tel: 0800 028 0285

E: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**Anyone can make a referral to Children's Services too of course**

- Children's Social Care Lancashire **0300 123 6720**
- (Emergency Duty Team / Out of House) **0300 123 6722**

### **39. Safer recruitment**

Balshaw's C.E High School is committed to keeping Students 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 2026, Part 3 guidance is adhered to in order to ensure that there is 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 DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

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 governors, volunteers, and contractors. The DfE's DBS Workforce Guidelines 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/Governors 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 checks have been undertaken in line with Keeping Children Safe in Education 2025



Appendix Q -  
Agency R&S checklist

- 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 of shortlisted candidates in line with KCSIE 2025 requirements. This may help identify any incidents or issues that have happened and are publicly available online and will inform shortlisted candidates of the procedures.
- 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
- With regard to Disqualification Under the Childcare Act we will adhere to Guidance from [Lancashire County Council Human Resources](#)
- 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.

## 40. Safer Recruitment

Balshaw's CE High School is committed to keeping Students 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 2026, 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 Body will conduct the appropriate pre-employment checks for all prospective employees.

School will ensure that:

- The appropriate DBS and suitability checks will be carried out for all governors, 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/Governors who have undertaken appropriate Safer Recruitment training in the last 5 years and reached the required standard as verified by the course facilitators, 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 2026
- 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 of shortlisted candidates in line with KCSIE 2026 requirements. This may help identify any incidents or issues that have happened, and are publicly available online and will inform shortlisted candidates 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

- 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 or Local Authority Designated Officers if any staff are unclear about any aspects of Safer Recruitment

#### **40A. Referral to the DBS**

The school recognises its legal duty to make a referral to the Disclosure and Barring Service (DBS) where an individual has harmed, or poses a risk of harm to, a child, and the criteria for a referral are met.

A referral to the DBS will be made where a person has been removed from regulated activity, or would have been removed had they not resigned, retired, left their employment, or otherwise ceased to provide their services, because they have harmed, or posed a risk of harm to, a child. Referrals will also be considered where there is reason to believe that an individual has committed a relevant offence.

The Headteacher and School Business Manager will ensure that referrals to the DBS, Teaching Regulation Agency (TRA), and any other relevant bodies are made in accordance with statutory guidance and within required timescales.

We will work with the Local Authority Designated Officer (LADO), police, children's social care and other relevant agencies, as appropriate, when managing allegations and concerns about adults working with children.

#### **40B Single central record (SCR)**

We maintain a Single Central Record (SCR) in accordance with the requirements of Keeping Children Safe in Education (KCSIE). The SCR contains the information required by Part Three of KCSIE and is kept up to date, regularly reviewed and made available to those entitled to inspect it.

All members of the proprietor body 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
- Any other information deemed relevant.

If any checks have been conducted for volunteers or Governors, 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, (with/without a barred list check, depending on whether they are in regulated activity), the risk assessment will be recorded.

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

### **41. Monitoring and Review of our Policy**

This policy will be reviewed **at least annually** by the Governing Body, together with the Designated Safeguarding Lead (DSL), to ensure it remains compliant with current legislation, statutory guidance and local

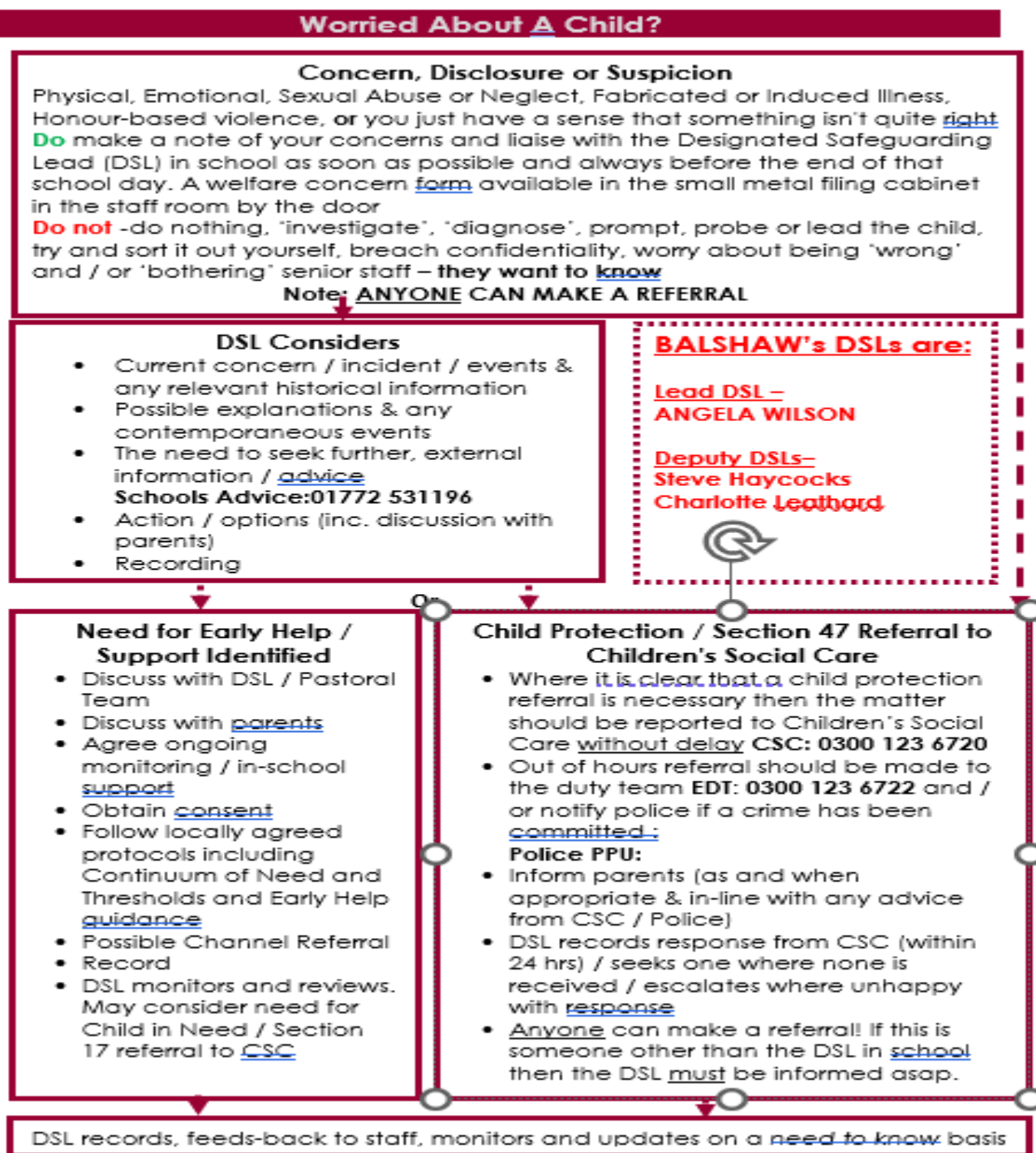
safeguarding procedures. The policy will also be reviewed and updated as required to reflect emerging safeguarding issues, changes in guidance, and lessons learned from safeguarding practice, reviews and audits. Any amendments to this policy will be communicated to all staff, volunteers and relevant stakeholders. All staff are required to read, understand and adhere to the safeguarding procedures contained within this policy and will be made aware of any updates through induction, training and ongoing safeguarding communications.

**The next scheduled review date for this policy is: September 2027.**

#### REVIEWS

|                                                                       |                            |
|-----------------------------------------------------------------------|----------------------------|
| First policy ratified by Governors                                    | March 1995                 |
| Reviewed:                                                             | Annually                   |
| This annual review & amendments                                       | March 2006                 |
| Review ratified by Governors                                          | June 2006                  |
| Reviewed                                                              | September 2007             |
| Reviewed                                                              | June 2008                  |
| Reviewed                                                              | March 2009                 |
| Re-written                                                            | September 2010             |
| Updated                                                               | October 2011               |
| Updated                                                               | September 2012             |
| Reviewed                                                              | December 2013              |
| Re-written in light of KCSIE 2014                                     | September 2014             |
| Ratified by Governors                                                 | November 2014              |
| Updated                                                               | June 2015                  |
| Re-written in light of KCSIE 2016                                     | September and October 2016 |
| Re-written with guidance from Phil Threlfall, Safeguarding Consultant | September 2017             |
| Updated in light of KCSIE 2018                                        | September 2018             |
| Updated in light of KCSIE 2019                                        | September 2019             |
| Updated with 2019/20 training and change of nominated Governor        | March 2020                 |
| Updated in light of KCSIE 2020                                        | September 2020             |
| Updated in light of KCSIE 2021                                        | September 2021             |
| Updated in light of KCSIE 2022                                        | September 2022             |
| Updated in light of KCSIE 2023                                        | September 2023             |
| Updated in light of KCSIE 2024                                        | September 2024             |
| Updated in light of KCSIE 2025                                        | September 2025             |
| Updated in light of KCSIE 2026                                        | September 2026             |

## Appendix A - Worried about a child flowchart



Lead DSL – Angela Wilson Ext 172

Deputy DSLs

Steven Haycocks, Headteacher's Office Ext 128

Charlotte Leathard Ext 146

Heads of House –

Head of Clayton House – Danielle Lupton Ext 145

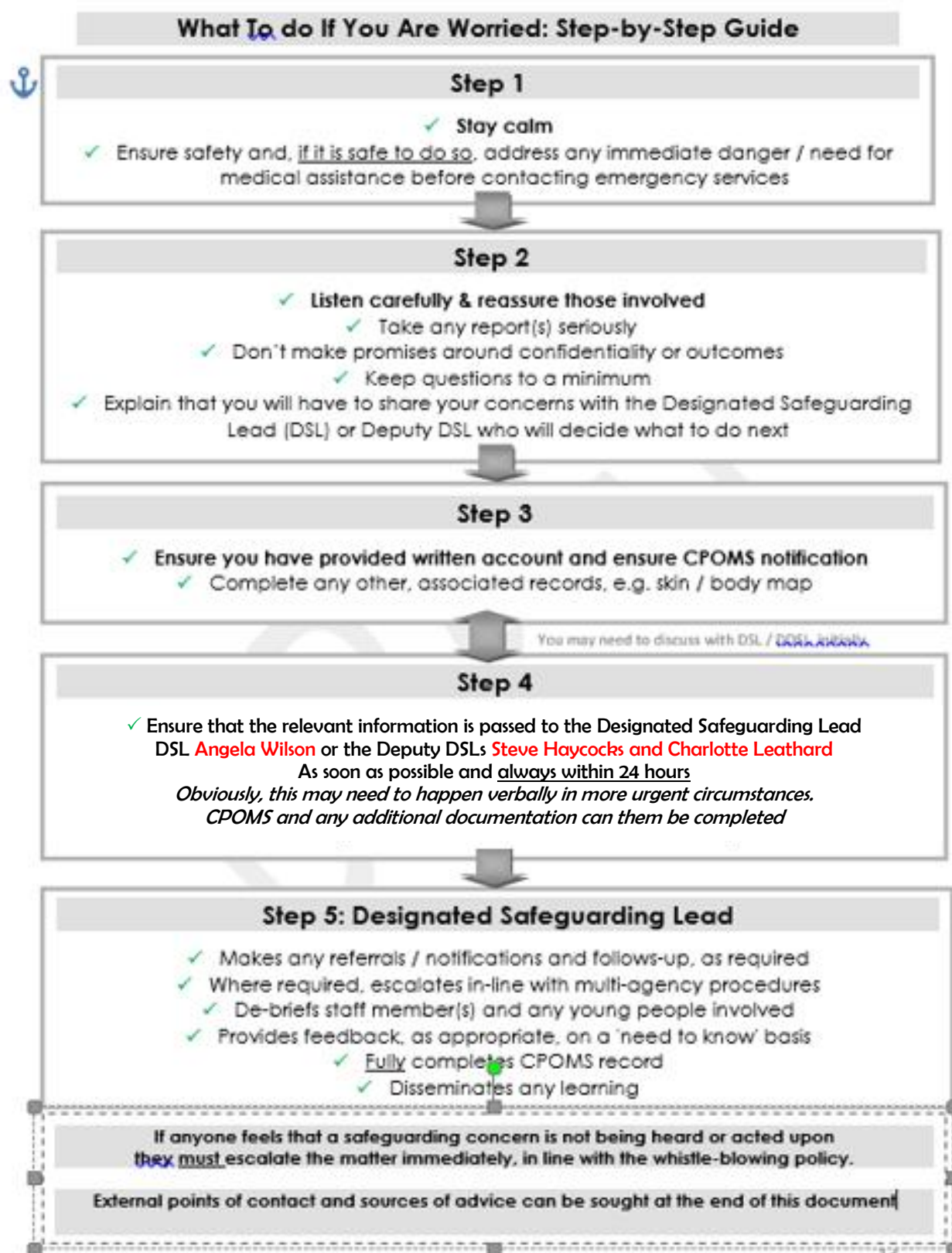
Head of Cuerden House – Charlotte Leathard Ext 146

Head of Farington House – Steve Riley Ext 153

Head of Worden House – Peter Paize Ext 147

Pastoral Manager – Rachel Kimberley 184/6

## Appendix B – What to do if you are worried about a child





## Appendix C – Listening to Children

### Listening Effectively & Responding to a Disclosure

#### DO

- ✓ Stay calm
- ✓ Check that people are safe here and now
- ✓ Look interested - keep body language open & respond to theirs
- ✓ Listen
- ✓ Be attentive, don't rush and respect pauses / silence
- ✓ Offer reassurance and help them to open up
- ✓ Use minimal prompts and remember **TED** (tell, explain, describe); go on ... what happened next ...
- ✓ If you are unsure establish a timeframe, i.e. "when did / was the last time this happened?"
- ✓ Reassure the person that you will only share sensitive information on a 'need to know' basis
- ✓ Reflect back what they said to check your understanding
- ✓ Use their language to show it's their experience
- ✓ Make a professional record focusing on the facts as you understand them
- ✓ Get your information to the DSL asap

#### AVOID

- ⊗ Investigating or interrogating
- ⊗ Making promises about confidentiality or keeping 'secrets'
- ⊗ Not listening because you're worried about getting it 'wrong'
- ⊗ Interrupting
- ⊗ Leading or multiple questions
- ⊗ Displays of shock or anger
- ⊗ Opinions about what may or may not have happened and / or why
- ⊗ Telling people to go and tell or repeat their account to someone else
- ⊗ Forgetting to make a professional record or to pass the information on to the DSL / DDSL as soon as possible

#### Recording

- ⊗ Stick to the FACTS as you understand them - who? what? where? when?
- ⊗ Use their words and phrases
- ⊗ Record what led up to the conversation, where it took place and who was present
- ⊗ Make a note of any questions you needed to ask or prompts you used
- ⊗ Demeanour and gestures can be really important to record, as can words or phrases that are repeated - try and describe these accurately
- ⊗ Differentiate between a fact and an interpretation or opinion
- ⊗ Record in ink, sign and date

**If you're unsure what to record make a note of the key facts - as above - and discuss with the Designated Safeguarding Lead without delay**

## Appendix D – Brook Advisory Traffic Light Tool for Sexual Behaviours

**Brook Traffic Light Tool** - By identifying sexual behaviours as **GREEN**, **AMBER** or **RED**, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach.



This tool lists examples of presenting sexual behaviours within four age categories. All green, amber and red behaviours require some form of attention and response, but the type of intervention will vary according to the behaviour. This tool must be used within the context of the [guidance provided](#) and should not be used in isolation.

| 0 to 5   5 to 9   9 to 13   13 to 17                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Green behaviours                                                                                                                                                                                                                                                                                                                                                                                             | Amber behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Red behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <ul style="list-style-type: none"> <li>solitary masturbation</li> <li>use of sexual language including swear and slang words</li> <li>having girl/boyfriends who are of the same, opposite or any gender</li> <li>interest in popular culture, e.g. fashion, music, media, online games, chatting online</li> <li>need for privacy</li> <li>consensual kissing, hugging, holding hands with peers</li> </ul> | <ul style="list-style-type: none"> <li>uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>verbal, physical or cyber/virtual sexual bullying involving sexual aggression</li> <li>LGBT (lesbian, gay, bisexual, transgender) targeted bullying</li> <li>exhibitionism, e.g. flashing or mooning</li> <li>giving out contact details online</li> <li>viewing pornographic material</li> <li>worrying about being pregnant or having STIs</li> </ul> | <ul style="list-style-type: none"> <li>exposing genitals or masturbating in public</li> <li>distributing naked or sexually provocative images of self or others</li> <li>sexually explicit talk with younger children</li> <li>sexual harassment</li> <li>arranging to meet with an online acquaintance in secret</li> <li>genital injury to self or others</li> <li>forcing other children of same age, younger or less able to take part in sexual activities</li> <li>sexual activity e.g. oral sex or intercourse</li> <li>presence of sexually transmitted infection (STI)</li> <li>evidence of pregnancy</li> </ul> |  |
| What is a green behaviour?                                                                                                                                                                                                                                                                                                                                                                                   | What is an amber behaviour?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | What is a red behaviour?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| What can you do?                                                                                                                                                                                                                                                                                                                                                                                             | What can you do?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What can you do?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |



## Appendix E – PREVENT and CHANNEL Referrals

Prevent is one of the elements of CONTEST, the UK government's counter- terrorism strategy and aims to stop people becoming terrorists or supporting terrorism.

Prevent initiatives tackle both the causes and risk factors that can lead someone to become radicalised. It directly supports those who are at risk through early intervention, is resourced to risk and addresses **all forms of terrorism and extremism**. Prevent works in a similar way to other safeguarding processes designed to protect individuals whereby the level of intervention increases with the level of risk.

**Radicalisation** is the process by which a person comes to support terrorism and in some cases may then participate in terrorist activity. There is no single process or indicator of when a person might move to adopt violence in support of extremist ideas. The process is different for each individual and can take place over an extended period or a short time frame.

**Extremism** is defined as, vocal or active opposition to British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of the armed forces here or abroad.

If you **notice** a change in an individual that concerns you, in that they may be vulnerable to radicalisation, follow your organisation's safeguarding policy/ Prevent & Channel referral process.

**Check** your concern with a manager or designated safeguarding lead and contact the Prevent team for advice.

**Share** the concern with the police by completing the Prevent referral form.

Referrals will be screened for suitability through a preliminary assessment by the police. If suitable for multi-agency consideration, it will be passed to the local authority **Channel** team.

### Immediate risk to Life/ Emergency: Call 999

| REFERRAL PROCESS                                                                                                                                                                                                                                                                                                                                      |                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team &amp; Prevent policing team for a joint assessment.</b> Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities. |                                                                                          |
| Once you have completed this form, please email it to: <b>concern@lancashire.police.uk</b>                                                                                                                                                                                                                                                            |                                                                                          |
| If you have any questions whilst filling in the form, please call: <b>The Police Prevent Team / Local Authority Team / Organisation Prevent lead – contact details are at the end of the form</b>                                                                                                                                                     |                                                                                          |
| INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS                                                                                                                                                                                                                                                                                                           |                                                                                          |
| <b>Forename(s):</b>                                                                                                                                                                                                                                                                                                                                   | First Name(s)                                                                            |
| <b>Surname:</b>                                                                                                                                                                                                                                                                                                                                       | Last Name                                                                                |
| <b>Date of Birth (DD/MM/YYYY):</b>                                                                                                                                                                                                                                                                                                                    | D.O.B.                                                                                   |
| <b>Approx. Age (if DoB unknown):</b>                                                                                                                                                                                                                                                                                                                  | Please Enter                                                                             |
| <b>Gender:</b>                                                                                                                                                                                                                                                                                                                                        | Please Describe                                                                          |
| <b>Known Address(es):</b>                                                                                                                                                                                                                                                                                                                             | Identify which address is the Individual's current residence                             |
| <b>Nationality / Citizenship:</b>                                                                                                                                                                                                                                                                                                                     | Stated nationality / citizenship documentation (if any)                                  |
| <b>Immigration / Asylum Status:</b>                                                                                                                                                                                                                                                                                                                   | Immigration status? Refugee status? Asylum claimant? Please describe.                    |
| <b>Primary Language:</b>                                                                                                                                                                                                                                                                                                                              | Does the Individual speak / understand English? What is the Individual's first language? |
| <b>Contact Number(s):</b>                                                                                                                                                                                                                                                                                                                             | Telephone Number(s)                                                                      |
| <b>Email Address(es):</b>                                                                                                                                                                                                                                                                                                                             | Email Address(es)                                                                        |
| <b>Any Other Family Details:</b>                                                                                                                                                                                                                                                                                                                      | Family makeup? Who lives with the Individual? Anything relevant.                         |

|  |  |
|--|--|
|  |  |
|--|--|

| DESCRIBE CONCERNS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | In as much detail as possible, please describe the specific concern(s) relevant to Prevent.                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Please Describe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                         |
| <p><b>FOR EXAMPLE:</b></p> <p>How / why did the Individual come to your organisation's notice in this instance?<br/> Does it involve a specific event? What happened? Is it a combination of factors? Describe them.<br/> Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?<br/> Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?<br/> Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?<br/> Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?<br/> Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism?<br/> Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.<br/> Please describe any other concerns you may have that are not mentioned here.</p> |                                                                                                                                                                                         |
| COMPLEX NEEDS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?                                      |
| Please Describe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                         |
| <p><b>FOR EXAMPLE:</b></p> <p>Victim of crime, abuse or bullying.<br/> Work, financial or housing problems.<br/> Citizenship, asylum or immigration issues.<br/> Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.<br/> On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.<br/> Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.<br/> Educational issues, developmental or behavioural difficulties, mental ill health (see <b>Safeguarding Considerations</b> below).<br/> Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.</p>                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                         |
| OTHER INFORMATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc. |
| Please Describe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                         |

| PERSON WHO FIRST IDENTIFIED THE CONCERNS              |                                          |
|-------------------------------------------------------|------------------------------------------|
| Do they wish to remain anonymous?                     | Yes / No                                 |
| Forename:                                             | Referrers First Name(s)                  |
| Surname:                                              | Referrers Last Name                      |
| Professional Role & Organisation:                     | Referrers Role / Organisation            |
| Relationship to Individual:                           | Referrers Relationship To The Individual |
| Contact Telephone Number:                             | Referrers Telephone Number               |
| Email Address:                                        | Referrers Email Address                  |
| PERSON MAKING THIS REFERRAL (if different from above) |                                          |
| Forename:                                             | Contact First Name(s)                    |

|                                              |                                        |
|----------------------------------------------|----------------------------------------|
| <b>Surname:</b>                              | Contact Last Name                      |
| <b>Professional Role &amp; Organisation:</b> | Contact Role & Organisation            |
| <b>Relationship to Individual:</b>           | Contact Relationship to the Individual |
| <b>Contact Telephone Number:</b>             | Contact Telephone Number               |
| <b>Email Address:</b>                        | Contact Email Address                  |

#### REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)

|                                              |                                          |
|----------------------------------------------|------------------------------------------|
| <b>Forename:</b>                             | Referrers First Name(s)                  |
| <b>Surname:</b>                              | Referrers Last Name                      |
| <b>Professional Role &amp; Organisation:</b> | Referrers Role / Organisation            |
| <b>Relationship to Individual:</b>           | Referrers Relationship To The Individual |
| <b>Contact Telephone Number:</b>             | Referrers Telephone Number               |
| <b>Email Address:</b>                        | Referrers Email Address                  |

#### RELEVANT DATES

|                                              |                                          |
|----------------------------------------------|------------------------------------------|
| <b>Date the concern first came to light:</b> | When were the concerns first identified? |
| <b>Date referral made to Prevent:</b>        | Date this form was completed & sent off? |

#### SAFEGUARDING CONSIDERATIONS

|                                                                                                          |          |
|----------------------------------------------------------------------------------------------------------|----------|
| <b>Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?</b> | Yes / No |
| Please describe, stating whether the concern has been diagnosed.                                         |          |
| <b>Have you discussed this Individual with your organisations Safeguarding / Prevent lead?</b>           | Yes / No |
| What was the result of the discussion?                                                                   |          |
| <b>Have you informed the Individual that you are making this referral?</b>                               | Yes / No |
| What was the response?                                                                                   |          |
| <b>Have you taken any direct action with the Individual since receiving this information?</b>            | Yes / No |
| What was the action & the result?                                                                        |          |
| <b>Have you discussed your concerns around the Individual with any other agencies?</b>                   | Yes / No |
| What was the result of the discussion?                                                                   |          |

#### INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS

|                                                  |                                       |
|--------------------------------------------------|---------------------------------------|
| <b>Current Occupation &amp; Employer:</b>        | Current Occupation(s) & Employer(s)   |
| <b>Previous Occupation(s) &amp; Employer(s):</b> | Previous Occupation(s) & Employer(s)  |
| <b>Current School / College / University:</b>    | Current Educational Establishment(s)  |
| <b>Previous School / College / University:</b>   | Previous Educational Establishment(s) |

#### THANK YOU

Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.

If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.

**Contacts List: Safeguarding / Prevent Lead: Angela Wilson**

Tel: 01772421009

Email: a.wilson@balshaws.org.uk

**Local Authority Prevent and Channel Team:**

Tel: 01254 585 260

Email: [Prevent.Team@BLACKBURN.GOV.UK](mailto:Prevent.Team@BLACKBURN.GOV.UK)

**Police Prevent Team:**

Tel: 01772 413398