Knuzden St Oswald's
Church of England Primary Academy
A member of CTDARI

KNUZDEN ST OSWALD'S CHURCH OF ENGLAND PRIMARY ACADEMY

MISSION STATEMENT

Encouraging God's Children with Courage, Compassion and Creativity

Whole School Safeguarding and Child Protection Policy 2026 – 2027

OUR CORE VALUES

Kindness, Politeness, Patience, Respect, and Self-Control, all firmly rooted in Agape, Love

KINDNESS/POLITENESS

To teach our children to be kind and polite to all in good times and in adversity, as one has no idea what others are going through #justbenice

PATIENCE

To develop a community where God's love and grace can be reflected upon, and a positive peace of mind and purpose in life can be found

RESPECT

To foster respect for all in our school community, and compassion for those in the local and global communities

SELF-CONTROL

To teach our children to face challenges, developing resilience and empathy, whilst fostering self-confidence and a positive approach to learning

Our Vision

At St Oswald's we learn to develop a strong faith in the Lord our God in the knowledge that He has a plan and a purpose for each of us. We learn to reflect God's love in everything we do 'Stand firm in the faith and do everything with love' 1Corinthians 16:13

Updated: September 2026
Review Date: September 2027

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures

Knuzden St Oswald's C of E Primary Academy

Whole School Safeguarding and Child Protection Policy

2026 – 2027

Policy Lead: Designated Safeguarding Lead

Designated Safeguarding Lead (DSL): Mrs M Mensah (Headteacher)

Deputy Designated Safeguarding Leads (DDSLs): Mrs N Stout (Deputy Headteacher), Mrs D Marshall (Senior Leader), Mrs J Travis (SENDCO), Mrs K Price (School Business Manager)

Safeguarding Governor: Mrs C Rolfe

Chair of Governors: Mr C Fishwick

Academy Trust: Cidari Education Ltd

Date Approved: September 2026

Date of Last Review: 8th September 2026

Next Review Date: September 2027

1. Context and Rationale

Commitment
Knuzden St Oswald's C of E Primary Academy is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of our 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 environment promoting an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of the academy's safeguarding responsibilities. All staff and governors will ensure Knuzden St Oswald's C of E Primary Academy is an environment where all children 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.

Knuzden St Oswald's C of E Primary Academy recognises 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.

Knuzden St Oswald's C of E Primary Academy provides Early Years Foundation Stage (EYFS) provision for children under the age of five and safeguarding arrangements will be implemented in accordance with the EYFS Statutory Framework, including the safeguarding training requirements for staff and Designated Safeguarding Leads set out within the framework.

All staff, volunteers and governors 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.

Knuzden St Oswald's C of E Primary Academy 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). Occasionally it may be necessary to work alongside, or make referrals to, safeguarding partners in neighbouring local authority areas where pupils 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 academy recognises that children may be vulnerable to abuse, neglect, exploitation and other safeguarding risks both within and outside the school, home, including online.

Knuzden St Oswald's C of E Primary Academy 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.

Knuzden St Oswald's C of E Primary Academy fully recognises the contribution we can make to protect children from harm and to support and promote the welfare of all children who are pupils at our school. 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 pupils, staff, Governors, Trustees, 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

This policy sets out how Knuzden St Oswald's C of E Primary Academy safeguards and promotes the welfare of all pupils.

The terms "children" and "child" mean everyone under the age of 18.

The Department for Education (DfE) 'Keeping Children Safe in Education' (September 2026), defines safeguarding and promoting the welfare of children 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, 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, causing or inciting 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, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration) and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse 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, as well as offline, 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. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. 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.
(Note: There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.)

- **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.

Sexual Violence and Harassment Terminology

For the purposes of this policy, "sexual violence" refers to specific sexual offences under the Sexual Offences Act 2003, including Rape, Assault by penetration, Sexual assault, and Causing someone to engage in sexual activity without consent.

Sexual Harassment refers to 'unwanted conduct of a sexual nature' which can occur both online and offline. Examples include:

- Sexual comments, telling sexual stories, making remarks about clothing/appearance.
- Sexual "jokes" or taunting.
- Physical behaviour such as deliberately brushing against someone or interfering with clothes.
- Displaying pictures or photos of a sexual nature.
- Upskirting (taking or sharing an image under clothing without consent under the Voyeurism (Offences) Act 2019).
- Online sexual harassment, including consensual and non-consensual making/sharing of

nudes and semi-nudes (including AI-generated imagery), sexualised online bullying, and coercion.

Consent and Imagery

- **Consent:** Defined as having the freedom and capacity to choose to engage in sexual activity. Children under the age of 13 can never consent to any sexual activity. The statutory age of consent is 16.
- **Indecent Imagery:** Includes nude or semi-nude sexual posing, self-touching in a sexual way, or sexual activity involving a child. This includes pseudo-images, deepfakes, and AI text-to-image generated content depicting minors.

3. Legislation and Guidance

This policy has due regard to all relevant legislation, statutory guidance and non-statutory guidance, including:

Legislation
Children Act 1989 / 2004; Safeguarding Vulnerable Groups Act 2006; Education Act 2002; Sexual Offences Act 2003; Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015); Equality Act 2010; Counter-Terrorism and Security Act 2015; 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; Childcare Act 2006; Childcare (Disqualification) Regulations 2018.

Statutory Guidance
DfE Keeping Children Safe in Education (KCSIE 2026); DfE Working Together to Safeguard Children; DfE The Prevent Duty Guidance; EYFS Statutory Framework; HM Government Multi-agency statutory guidance on female genital mutilation; HM Government Channel Duty Guidance; DfE Working together to improve school attendance; DfE Supporting Pupils with Medical Conditions at School; DfE Restrictive interventions including Use of Reasonable Force in Schools; DfE Mobile Phones in Schools; DfE Academy Trust Handbook.

Non-Statutory & Local Guidance
DfE What to do if you’re worried a child is being abused; DfE Information sharing: advice for safeguarding practitioners; DfE Sharing nudes and semi-nudes; NPCC - When to Call the Police; Safer Recruitment Consortium - Guidance for Safer Working Practice; Lancashire Child Safeguarding Assurance Partnership (CSAP) Procedures; Working Well with Children and Families in Lancashire Continuum of Need.

Linked Academy Policies

- Attendance Policy
- Behaviour Policy & Anti-Bullying Strategy
- Staff Code of Conduct & Low-Level Concerns Policy
- Online Safety & Acceptable Use Policy
- Managing Allegations Against Staff Procedure
- Safer Recruitment Policy
- Supporting Pupils with Medical Conditions & Allergy Safety Policies
- Data Protection & Whistleblowing Policies
- Relationships and Sex Education (RSE) Policy

4. Roles and Responsibilities

Governing Body / Board of Trustees (Cidari Education Ltd)

- Ensure safeguarding policies and procedures are in place, implemented effectively, and reviewed at least annually.
- Ensure the academy has appropriate safeguarding, safer recruitment, online safety, filtering and monitoring, and child protection arrangements.
- Ensure the Designated Safeguarding Lead is appropriately trained, supported and resourced.
- Receive appropriate safeguarding training to enable effective challenge and oversight.
- Ensure appropriate arrangements are in place to manage allegations and concerns about adults working with children.

Headteacher (Mrs M Mensah)

- Ensure all safeguarding policies and procedures are implemented consistently and effectively.
- Read, understand and apply statutory guidance, ensuring practice remains compliant.
- Promote a strong whole-school safeguarding culture where concerns are acted upon promptly.
- Ensure all staff and volunteers receive appropriate safeguarding induction and regular updates.
- Ensure the DSL has the status, authority, time, resources, and support required to fulfill the role.

Designated Safeguarding Lead (DSL: Mrs M Mensah) & Deputies

- Lead safeguarding and child protection arrangements across the academy, including online

safety, filtering and monitoring systems.
- Manage referrals, liaise with safeguarding partners, work collaboratively with multi-agency teams, and maintain thorough safeguarding records.
- Provide advice, support, and guidance to all staff on child protection matters.

All Staff

- Provide a safe environment in which children can learn.
- Read, understand and apply Part 1 and Annex 1 of KCSIE 2026.
- Maintain an attitude of "it could happen here".
- Report any safeguarding concerns immediately via CPOMS or directly to the DSL/DDSL.
- Understand that anyone can make a referral directly to Children's Social Care.
- Teaching staff must report known cases of Female Genital Mutilation (FGM) directly to the police.

5. Training and Induction

All staff, temporary workers, volunteers, and governors undergo a safeguarding induction and receive regular child protection training.

- **Staff Induction:** Includes the Child Protection Policy, Behaviour Policy, Staff Code of Conduct/Low-Level Concerns, Absenteeism Procedures, and identification of the DSL and DDSLs.
- **Ongoing Staff Training:** Safeguarding and child protection training is refreshed for all staff at least annually. Regular updates on emerging risks, local arrangements, and statutory updates are issued throughout the year.
- **DSL Training:** The DSL and DDSLs undergo formal DSL training every two years, with annual updates.
- **Prevent Training:** All staff and governors complete Prevent awareness training at least every two years.
- **Safer Recruitment Training:** At least one member of every recruitment panel completed certified Safer Recruitment training within the last 5 years.
- **Allergy Awareness:** Whole-school allergy awareness training is conducted annually.

6. Multi-Agency Working & Information Sharing

Knuzden St Oswald's C of E Primary Academy works in active partnership with the Lancashire Safeguarding Children Partnership (CSAP), Children's Social Care (MASH), Lancashire Police, health professionals, and Family Help teams.

Information Sharing Duty

- Data protection law (including UK GDPR and Data Protection Act 2018) is not a barrier to sharing information where there are safeguarding concerns. Safeguarding children is a lawful basis allowing staff to share special category personal data.
- Fears about sharing information must not stand in the way of protecting a child. Consent is not required to share information if doing so protects a child from harm or promotes their welfare.
- Where concerns exist, staff must consult the DSL or DDSL.

7. Early Help, Family Help and Vulnerability

Early help means providing support as soon as a problem emerges. At Knuzden St Oswald's, pastoral support is coordinated through the DSL team and SENCO.

Staff maintain professional curiosity and look out for early indicators of vulnerability, particularly for children who:

- Have special educational needs or disabilities (SEND) or health conditions;
- Have mental health needs or are young carers;
- Show early signs of abusive or violent behaviour;
- Are showing signs of criminal association or gang involvement;
- Experience persistent absence, multiple suspensions, or are on a part-time timetable;
- Are at risk of modern slavery, CCE, CSE, radicalisation, or honour-based abuse;
- Have a parent or carer in custody;
- Live in households affected by domestic abuse, substance misuse, or parental mental ill health.

Support before statutory intervention requires parental consent (or child consent where age-appropriate). Where consent is refused, the school continues to support the family while monitoring risk. If a child receiving Family Help is suspected of suffering significant harm, a statutory Section 47 referral is made to Children's Social Care immediately.

8. Specific Safeguarding Issues

Child-on-Child Abuse

Child-on-child abuse occurs between children under 18 and can happen on-site, off-site, or online. Language normalizing abuse (e.g., "just banter", "boys being boys") is strictly prohibited.

Child-on-child abuse includes bullying/cyberbullying, discriminatory behaviour/racism, teenage relationship abuse, physical violence, sexual violence (rape/assault), sexual harassment, consensual/non-consensual sharing of nudes/semi-nudes, upskirting, and initiation rituals.

- **Risk & Needs Assessment:** When a concern is reported, the DSL conducts an immediate assessment of the victim's wishes, perpetrator's vulnerabilities, age, developmental stage, power imbalances, and ongoing risks.
- **Harmful Sexual Behaviour (HSB):** HSB concerns are managed within a child protection context using AIM assessment tools/RAMPs. All cases categorized as abusive/violent (including rape) are referred immediately to Children's Social Care and the police.

Domestic Abuse & Operation Encompass

Children seeing, hearing, or experiencing domestic abuse are recognized as victims in their own right under the Domestic Abuse Act 2021.

Knuzden St Oswald's participates in **Operation Encompass**. Police notify the Key Adult (Mrs M Mensah) following any police-attended domestic incident involving a registered pupil. Notifications are securely logged on CPOMS to allow discrete, supportive care.

Child Exploitation (CCE & CSE)

- **Child Criminal Exploitation (CCE):** Involves coercing children into criminal activity (e.g., drug delivery, county lines, shoplifting, weapons offences). Exploited children are treated as victims regardless of whether acts appeared consensual. Indicators include missing episodes, sudden unexplained wealth/possessions, debt bonds, and changes in peer groups.
- **Child Sexual Exploitation (CSE):** Coercing a child into sexual activity for exchange or perpetrator advantage. Indicators include older partners, unexplained gifts, sexually transmitted infections, or sexualized behaviour beyond normal development.

Modern Slavery & NRM

Modern slavery includes trafficking, forced labor, and servitude. Where modern slavery is suspected, the school liaises with designated 'First Responder Organisations' to request a referral to the National Referral Mechanism (NRM).

Honour or Faith-Based Abuse (HBA)

Includes FGM, forced marriage, and breast ironing.

- **FGM Mandatory Reporting:** Teachers have a statutory duty under Section 5B of the FGM Act 2003 to report directly to the police via 101/999 if a girl under 18 discloses that FGM has been carried out on her, or if visual evidence is observed.
- **Forced Marriage:** Forced marriage is a crime. Staff must consult the DSL and must **not** approach family members without express guidance, as this increases risk to the child.

Preventing Radicalisation & Prevent Duty

Under Section 26 of the Counter-Terrorism and Security Act 2015, the school exercises due regard to prevent children from being drawn into terrorism.

- Staff are trained to recognize signs of extremist ideology and radicalisation.
- Concerns are reported to the Prevent Lead (Mrs M Mensah) and escalated to the Lancashire Prevent Team or Channel Panel as appropriate.

Mental Health & Behaviour

Mental health concerns can escalate into safeguarding issues (e.g., self-harm, suicidal ideation). Behavioural changes are evaluated with professional curiosity to determine if underlying abuse, neglect, or trauma is present.

Private Fostering

Private fostering occurs when a child under 16 (under 18 if disabled) lives with someone who is not a close relative for 28 days or more. The school must notify Children's Social Care immediately upon becoming aware of a private fostering arrangement.

9. Pupils Potentially at Greater Risk of Harm

Children Absent from Education

Unexplained or persistent absence is a key indicator of potential abuse, neglect, exploitation, FGM, or forced marriage.

- The Senior Attendance Champion (Mrs M Mensah) monitors daily attendance.
- The school maintains at least two emergency contact numbers per pupil.
- If absence is unexplained, the school conducts home visits (which may be unannounced) or requests police welfare checks if safety cannot be verified.

Alternative Provision (AP) & Off-Site Activities

Where a pupil is placed in alternative provision or off-site activities, Knuzden St Oswald's retains safeguarding responsibility, obtaining written confirmation of completed pre-employment and suitability checks from the provider.

Inclusive Practice & Diversity

Staff challenge stereotyping, adultification, and unconscious bias. Special consideration and anti-discriminatory protection are extended to children from Black, Asian, Minoritised Ethnic, Gypsy, Roma, Traveller, and SEND backgrounds.

LGBTQ+ Pupils

LGBTQ+ pupils or those questioning gender identity are supported in a child-centred manner. Discriminatory language, harassment, and bullying are strictly challenged. Parents are involved in decision-making regarding gender questioning unless doing so creates a demonstrable risk of harm to the child.

SEND & Medical Needs

Children with SEND face additional barriers. Indicators of distress or abuse must never be automatically assumed to relate to a child's disability.

10. Online Safety, AI, Filtering and Monitoring

Online safety forms an integral part of safeguarding. Risks are categorized across four areas:

- **Content:** Exposure to illegal/harmful content (pornography, radicalisation, self-harm).
- **Contact:** Harmful interaction with adults or peers (grooming, extortion).
- **Conduct:** Personal online behaviour causing harm (sharing nudes, cyberbullying).
- **Commerce:** Exposure to online gambling, scams, or phishing.

Filtering & Monitoring Standards

Appropriate filtering and monitoring systems are deployed on all school network infrastructure and devices. The DSL and IT Lead perform annual reviews of filtering efficacy and report outcomes to the Governing Body.

Sharing of Nudes and Semi-Nudes (AI and Youth-Produced Imagery)
Sharing indecent images of children is an offence. When an incident occurs:

- Staff must respond empathetically without shaming.
- Staff must **never** view, copy, print, save, or forward the image.

- The incident must be reported immediately to the DSL.
- Devices may be confiscated, and referrals made to CSC/Police or the *Report Remove* tool.

Personal Devices & EYFS Expectations

Staff, visitors, and volunteers must not use personal electronic devices (smartphones, smartwatches) in classrooms or areas where children are present. In EYFS settings, mobile devices must be stored securely away from children at all times.

11. Additional Specific Contexts

- **Pupils with a Social Worker:** The DSL monitors attendance, academic progress, and wellbeing for children supported by a social worker, sharing information proactively.
- **Elective Home Education (EHE):** If a parent intends to home-educate, the school meets with the family and notifies Lancashire County Council before removing the pupil from roll.
- **Children in Care (CLA) / Kinship Care:** The Designated Teacher works alongside the DSL and Virtual School to review Personal Education Plans (PEPs) and care arrangements.
- **Extracurricular & Premises Lettings:** External hirers must sign a Transfer of Control agreement confirming adherence to compliant safeguarding standards before using school premises.

12. Managing Allegations Against Staff, Low-Level Concerns & Whistleblowing

Managing Allegations Meeting the Harm Threshold

An allegation against a staff member, volunteer, contractor, or supply worker must be reported immediately to the Headteacher (Case Manager). If the concern involves the Headteacher, it must be reported directly to the Chair of Governors (Mr C Fishwick).

The Harm Threshold is met when an adult has:

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

The Case Manager contacts the Lancashire Local Authority Designated Officer (LADO) within 1 working day.

Low-Level Concerns

A low-level concern is any concern—no matter how small—that an adult's conduct is inconsistent with the Staff Code of Conduct but does not meet the LADO harm threshold (e.g., favouritism, over-friendliness, isolated communication). Low-level concerns must be logged with the Headteacher via CPOMS or written form to maintain professional standards.

Whistleblowing

Staff can raise concerns regarding safeguarding practice or adult conduct in confidence via the Cidari Trust Whistleblowing Policy or via the NSPCC Whistleblowing Advice Line (0800 028 0285).

13. Safer Recruitment and Single Central Record (SCR)

Knuzden St Oswald's enforces robust safer recruitment checks under KCSIE Part 3:

- Enhanced DBS with Barred List checks for all staff in regulated activity.
- Identity, qualification, and right-to-work verification.
- Online searches conducted on all shortlisted candidates.
- Full pre-employment checks for agency staff, contractors, and volunteers.
- Maintenance of a comprehensive Single Central Record (SCR) monitored regularly by the DSL, Business Manager, and Safeguarding Governor.
- **DBS Referrals:** The school has a legal duty to refer individuals to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA) if they are removed from regulated activity due to causing harm or posing a risk of harm to a child.

14. Monitoring and Review

This policy is reviewed annually by the Governing Body, Headteacher, and DSL. Interim updates are made in response to updated statutory guidance or local risk priorities.

Next Review: September 2027

15. Action Flowchart: What to do if you have concerns about a child

