

# Lancaster Lane Primary and Pre-School



## Child Protection and Safeguarding Policy 2026 - 2027

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## 1. Context and Rationale:

Lancaster Lane Primary and Pre-School serves a diverse catchment area in Leyland, with a changing demographic and an increasing number of children entitled to the Pupil Premium Grant.

The school employs a full-time Family Support Leader, who is a registered Social Worker with Social Work England, and a Higher-Level Teaching Assistant (HLTA) specialising in pastoral support, mental health, and wellbeing. Together with school staff, these team members provide support to children and their families across a range of issues. Safeguarding underpins all aspects of our work. Lancaster Lane Primary and Pre-School fully recognises the contribution we can make to protect children from harm and to support and promote the welfare of all pupils.

The purpose of this safeguarding policy is to ensure every pupil at Lancaster Lane Primary and Pre-School is safe and protected from harm. Under the Department for Education's **Keeping Children Safe in Education (KCSIE) 2025** statutory guidance - which all schools in England must follow — **safeguarding and promoting the welfare of children** is defined to include:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that occurs within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring 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.

This definition aligns with Working Together to Safeguard Children, which stresses that safeguarding is everyone's responsibility and should be child-centred.

This policy applies to all stakeholders, including pupils, staff, parents, governors, volunteers, placement students, and visitors. It provides clear direction on expectations and outlines our legal and moral responsibilities to safeguard and promote the welfare of all children within our care.

We are committed to safeguarding and promoting the physical, mental, and emotional wellbeing of every pupil. We adopt a whole school, preventative approach to safeguarding, ensuring that pupil welfare is central to all actions taken. We recognise that no single professional can have a full picture of a child's needs and circumstances. To provide the right support at the right time, everyone who comes into contact with children has a role to play in identifying concerns, sharing information, and taking prompt action.

Lancaster Lane Primary and Pre School's commitment will be achieved by:

- Ensuring that the Governing Board, Head Teacher, staff, and all stakeholders understand their responsibilities under safeguarding legislation and statutory guidance, remain alert to the signs of child abuse, and know to refer any concerns to the Designated Safeguarding Lead (DSL). Staff are also made aware that **anyone** can make a referral.
- Equipping pupils with the knowledge and skills to keep themselves safe and to recognise behaviours that are unacceptable.
- Identifying pupils who have been, or may be, subject to abuse, neglect, or exploitation, and ensuring that appropriate support and provision is put in place.
- Promoting a culture of safer recruitment by adopting rigorous procedures that help deter, reject, or identify individuals who may pose a risk to children.
- Providing a safe and welcoming environment in which children are respected and valued, where their voices are heard, and their views are treated as paramount.
- Following the procedures set out by the local Safeguarding Children Partnership arrangements whenever there is a belief that a child is at risk of, or is experiencing, significant harm.

This policy provides a clear and consistent framework for fulfilling our safeguarding responsibilities in line with current legislation and statutory guidance.

## 2. Policy Aims:

Lancaster Lane Primary and Pre-School aims to:

- Ensure all staff, governors, volunteers, and stakeholders understand their safeguarding responsibilities
- Equip pupils with knowledge and skills to recognise risk and stay safe
- Identify and support pupils at risk of, or subject to, abuse, neglect, or exploitation
- Create a culture of safer recruitment to prevent unsuitable adults from working with children
- Provide a safe, welcoming, and inclusive environment where pupils' voices are heard and respected
- Work with local agencies to respond to significant harm or risk promptly

**This is achieved by:**

- Ensuring all staff and governors are alert to signs of abuse, understand safeguarding legislation and guidance, and know how to make referrals, with the understanding that **anyone can make a referral**.
- Teaching pupils how to recognise and respond to unsafe behaviour.
- Identifying pupils at risk and providing appropriate support.
- Embedding safeguarding in recruitment and staff vetting processes.
- Providing a safe environment where pupils feel valued, heard, and respected.
- Following local safeguarding partnership procedures for children at risk or suffering significant harm.
- **Governance and Accountability:** Governors receive regular safeguarding reports, including trend analysis and case studies, and challenge the school where appropriate. Governor Meetings are minuted, and actions tracked. Governors ensure the school adheres to statutory guidance, including KCSIE 2025, Prevent, and the Guidance for Safer Working Practice.

## 3. Definitions:

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

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

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

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

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

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

Consensual and non-consensual sharing of nude and semi-nude images and/or videos—colloquially referred to as “sexting” and “youth-produced imagery”—is recognised as a significant safeguarding concern. For the purposes of this policy, this is collectively referred to as “**youth-produced sexual imagery.**”

“Youth-produced sexual imagery” is defined as the creation and/or sharing of sexually explicit content by a person under the age of 18 with another person under the age of 18. This includes both consensual and non-consensual sharing and applies regardless of the platform or method used to create or distribute the content.

This definition does not include:

- Young people under the age of 18 viewing or sharing adult pornography
- The exchange of messages that do not contain sexual images or videos

“Youth-produced sexual imagery” includes content that is commonly referred to as “sexting,” as well as digitally manipulated or AI-generated content, including “deep fakes” and “deep nudes.”

For the purposes of this policy, “**indecent imagery**” is defined as any image (including photographs, videos, and digital or AI-generated content) that 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 sexually harming or abusing a child
- Sexual activity involving animals

Indecent imagery also includes indecent “**pseudo-images,**” which are images that have been created, altered, or manipulated using computer software and/or artificial intelligence (AI), including digitally generated or altered nude or semi-nude images of a child.

This policy recognises that both the creation and sharing of such content—whether consensual or non-consensual—constitute safeguarding concerns and must be responded to in line with statutory safeguarding guidance, child protection procedures, and the school's safeguarding framework.

**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.

#### 4. Law and Guidance:

This safeguarding policy has been developed in accordance with the statutory duties placed on schools and colleges in England to safeguard and promote the welfare of children. It reflects current legislation, statutory guidance, and national frameworks, including (but not limited to) the following:

##### Core Statutory Guidance:

- **Keeping Children Safe in Education (KCSIE) 2025** - Statutory safeguarding and child protection guidance for schools and colleges in England (in force from September 2025). Sets out the legal duties required of education settings to safeguard and promote the welfare of children, including responsibilities relating to safer recruitment, child protection procedures, online safety, child-on-child abuse, contextual safeguarding, early help, multi-agency working, and emerging risks such as online harms and generative AI. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children (June 2025) - Statutory multi-agency safeguarding guidance that defines the framework for inter-agency working to safeguard and promote the welfare of children. Emphasises that safeguarding is everyone's responsibility and places clear duties on schools to contribute to multi-agency safeguarding arrangements, information sharing, early help, and child protection processes. <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Working Together to Improve School Attendance (DfE – statutory guidance) - Recognises attendance as a safeguarding issue and sets out statutory expectations for schools, local authorities and partners in supporting attendance, early intervention, and multi-agency support. <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

##### Primary Legislation:

- Children Act 1989 & Children Act 2004 - Establish the legal duty to safeguard and promote the welfare of children and provide the statutory framework for child protection. <https://www.legislation.gov.uk/ukpga/1989/41/contents>  
<https://www.legislation.gov.uk/ukpga/2004/31/contents>
- Education Act 2002 - Section 175 places a duty on governing bodies and local authorities to make arrangements to safeguard and promote the welfare of children.
- <https://www.legislation.gov.uk/ukpga/2002/32/section/175>

- Counter-Terrorism and Security Act 2015 (Prevent Duty) - Places a statutory duty on schools to have due regard to the need to prevent people from being drawn into terrorism.  
<https://www.legislation.gov.uk/ukpga/2015/6/part/5/chapter/1>
- Domestic Abuse Act 2021 - Recognises children who see, hear or experience the effects of domestic abuse as victims in their own right.  
<https://www.legislation.gov.uk/ukpga/2021/17/contents>
- Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015) - Establishes mandatory reporting duties for teachers in cases of FGM involving children under 18.  
<https://www.legislation.gov.uk/ukpga/2003/31/contents>  
<https://www.legislation.gov.uk/ukpga/2015/9/section/74>
- Modern Slavery Act 2015 - Defines slavery, servitude, forced labour and human trafficking and establishes safeguarding duties, including referral to the National Referral Mechanism (NRM).  
<https://www.legislation.gov.uk/ukpga/2015/30/contents>
- Sexual Offences Act 2003 - Defines sexual offences relevant to safeguarding, exploitation and abuse.  
<https://www.legislation.gov.uk/ukpga/2003/42/contents>
- Childcare Act 2006 (Disqualification Regulations) - Governs disqualification from childcare and safeguarding checks in early years and out-of-school provision.  
<https://www.legislation.gov.uk/ukpga/2006/21/contents>
- Equality Act 2010 - Places duties on schools to prevent discrimination, harassment and victimisation, including within safeguarding practice.  
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Data Protection Act 2018 & UK GDPR - Governs information sharing and data processing, with clear guidance that data protection law does not prevent the sharing of safeguarding information where failure to do so may place a child at risk of harm.  
<https://www.legislation.gov.uk/ukpga/2018/12/contents>

#### **Other Statutory and National Guidance:**

- DfE – Online Safety Guidance - Including KCSIE 2025 expanded recognition of online harms such as misinformation, disinformation, conspiracy theories, and risks arising from emerging technologies including generative AI.
- DfE Guidance on Generative Artificial Intelligence (AI) - Recognises safeguarding risks linked to AI tools, content generation, deepfakes, misinformation, grooming risks, and online exploitation.  
<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education>
- Relationships, Sex and Health Education (RSHE) Statutory Guidance (2025/26) - Statutory requirements for safeguarding education on consent, relationships, online safety, sexual exploitation, abuse, and healthy behaviours.  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Guidance for Safer Working Practice (2022) - National guidance on professional boundaries and staff conduct.  
<https://www.saferworkingpractice.org>
- UKCIS – Sharing Nudes and Semi-Nudes: Advice for Education Settings - National non-statutory guidance referenced in KCSIE for managing youth-produced sexual imagery.  
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings>
- DfE – Information Sharing Guidance  
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

### **Policy Integration and Practice:**

This policy reflects the current safeguarding risk landscape, including:

- Expanded online safeguarding risks (misinformation, disinformation, conspiracy theories, generative AI and emerging technologies)
- Contextual safeguarding (risks outside the school environment)
- Early help and early intervention
- Multi-agency working and information sharing
- Attendance as a safeguarding indicator
- Alternative provision safeguarding responsibilities
- Child-on-child abuse
- Exploitation (CCE, CSE, modern slavery, trafficking, county lines)
- Radicalisation and extremism
- Safer recruitment and professional conduct
- Low-level concerns and allegations management

Safeguarding is recognised as everyone's responsibility, and effective safeguarding relies on timely information sharing, professional curiosity, early identification of risk, and coordinated multi-agency working.

### **Linked School Policies:**

This policy operates in conjunction with the following school policies:

- Attendance Policy
- Prevent Duty Policy
- Anti-Bullying Policy
- Online Safety Policy
- Data Protection Policy
- Photography Policy
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Staff Code of Conduct
- Behaviour Policy
- Managing Pupils with Medical Conditions Policy

### **5. Roles and Responsibilities:**

**All staff** have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil with a **child-centred approach**
- Contribute to, and maintain a **high safeguarding ethos** within the setting, with safeguarding pupils at the forefront of practice at all times
- Ensure ALL children have opportunities to communicate and know that they are **listened to**
- Contribute to **providing a curriculum** which will equip children with the skills to keep themselves safe and develop an attitude which will enable them to enter adulthood successfully and reach their full potential
- Establish effective, supportive, and **positive relationships** with parents, carers, pupils and other professionals

- Maintain an attitude of **'it could happen here'** where safeguarding is concerned
- Be proactive to provide a **safe environment** in which pupils can learn
- Be prepared to **identify** pupils or families who may benefit from **early help**
- Be aware of the **school's individual procedures** that support safeguarding, including all policies, internal reporting procedures, information and training provided
- Be aware of the role and **identity of the DSL** and deputy DSLs and seek them for advice if required
- Undertake **safeguarding training**, including online safety training, during induction and subsequently on a regular basis, including receiving bulletins, emails and briefings
- Be aware of the **local early help process** and understand their role in it.
- Be aware of, and understand, the process for making referrals to Children's Social Care, understanding that **anyone can make a referral**
- Understand how to make a referral to CSC and/or the police immediately, if at any point there is **a risk of immediate serious harm to a child**
- Be aware of and **understand the procedure to follow** in the event that a child confides they are being abused, exploited or neglected, in a timely manner
- Maintain appropriate **levels of confidentiality** when dealing with individual cases
- **Reassure victims** that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Be aware of **safeguarding issues** that can put pupils at risk of harm.
- **Be aware of behaviours linked to issues** such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm
- Be fully aware of the importance of **mental health in relation to safeguarding** and that all staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

**Teachers, including the Head teacher, have a responsibility to:**

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the **'Teachers' Standards'**.

**The Governing Board has a duty to:**

- Take **strategic leadership responsibility** for the school's safeguarding arrangements
- Ensure that the school **complies with its duties** under the above child protection and safeguarding legislation
- Ensure that all governors receive **appropriate safeguarding and child protection training** upon their induction and that this training is updated regularly
- Ensure that staff **read, understand and follow** part one of KCSIE September 2025
- Ensure a **named Governor takes leadership responsibility** for safeguarding arrangements and receives appropriate training in the management of safeguarding
- Attend **Prevent training** at least bi-annually
- Appoint an appropriate member of staff from the SLT to the **role of DSL** and one or more deputy DSLs to provide support and ensure that they are trained to the same standard as the DSL ensuring that the roles are explicit in their job description(s). Ensure the provision of appropriate support, funding, training, resources, and time to carry out their role
- Support and monitor a **whole-school approach to safeguarding**; this includes ensuring that safeguarding and child protection are at the forefront and **ethos** remains consistently high

- Ensure **systems are in place so that children to confidently report abuse**, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible. Ensure that the **voice of the child** is heard and acted upon.
- Ensure **effective and appropriate policies** and procedures are in place
- Make sure that **pupils are taught about safeguarding**, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Adhere to statutory responsibilities by conducting **pre-employment checks on staff** who work with children
- Ensure the school has **clear systems and processes in place for identifying possible mental health problems in pupils**, including clear routes to escalate concerns and clear referral and accountability systems
- Ensure that at least one person on any recruitment panel has undertaken **safer recruitment training**
- Ensure that **all staff receive relevant safeguarding and child protection training** updates, e.g. emails, as required, but at least annually, including a thorough induction
- Confirm that there are transparent procedures in place to handle **allegations against staff**, supply staff, volunteers and contractors
- Confirm that there are **procedures in place to make a referral to the DBS** and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
- Ensure that appropriate disciplinary procedures are in place, as well as **policies pertaining to the behaviour of pupils and staff**
- Ensure that **procedures are in place to eliminate unlawful discrimination**, harassment and victimisation, including those in relation to child-on-child abuse.
- Appoint a **designated teacher to promote the educational achievement of CLA** and ensure that this person has undergone appropriate training
- Ensure that the **appropriate level of check** is completed on Governors
- Create a culture where **staff are confident to challenge** senior leaders over any safeguarding concerns
- Ensure that **children are safe online** by ensuring that appropriate filters and monitoring systems are in place
- Ensure that **safeguarding is embedded within the curriculum**
- Ensure staff in school are aware of, and policies are personalised to reflect, an understanding of specific issues such as **child-on-child abuse** and safeguarding children with disabilities and special educational needs
- Partake and complete the **S175/175 audit tool** on a bi-annual basis (at least) as directed by the Local Authority
- Be aware of their obligations under the **Human Rights Act 1998**, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.
- Ensure that all practice and procedures operate with the best interests of the child at the centre with a **firm child centred approach**.

## The DSL has a duty to:

- Take **lead responsibility for safeguarding** and child protection, including online safety, creating and maintaining a highly visible safeguarding culture
- 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
- **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
  - And to any other appropriate identified agency or partner.
  
- Act as a **point of contact** with the multi-agency partners
- Ensure **effective communication** and information sharing (when appropriate) between the team of DSLs
- Liaise with staff when deciding whether to make a referral by **liaising with relevant agencies** so that children's needs are considered holistically
- Liaise with the **senior mental health lead** and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote **supportive engagement with parents** in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with relevant staff, **taking lead responsibility for promoting educational outcomes** for children, by understanding the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing. Knowing the safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - Ensuring that the school knows which pupils have or had a social worker
  - Understanding the academic progress and attainment of these pupils
  - Maintaining a culture of high aspirations for these pupils
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential
  
- 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 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
- Ensure the school's **Child Protection and Safeguarding Policy is available publicly**, ensure that parents are aware of schools' responsibilities regarding safeguarding and child protection
- 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 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
- Ensure the school's **Child Protection and Safeguarding Policy is available publicly**, ensure that parents are aware of schools' responsibilities regarding safeguarding and child protection
- Undergo DSL training, and update this training at least every two years to remain compliant
- Ensure opportunities for further training and opportunities for upskilling are taken
- 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 bi-annually
- 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
- Maintaining and regularly updating a working "Vulnerable Child List", which identifies pupils receiving support at Levels 2–4 of the Lancashire Continuum of Need, as well as those with additional vulnerabilities such as poor attendance, SEMH concerns, or other safeguarding risks. This document is reviewed routinely and shared with relevant staff on a termly basis to support early identification, intervention, and safeguarding oversight.

The DSL and Deputy DSL(s) meet weekly to discuss emerging and ongoing safeguarding concerns relating to individual pupils, with all discussions, decisions, and actions recorded on CPOMS and appropriate actions implemented. This approach is proactive rather than reactive, ensuring early identification and timely intervention.

In addition, the DSL team meets at the end of each school term to plan safeguarding and support arrangements for vulnerable pupils and families during school holidays, including identifying those who may require additional support and signposting to relevant agencies. The school's Family Support Leader remains accessible for ongoing support throughout holiday periods, including outside contracted term-time provision. These termly meetings also provide a structured opportunity to review the impact of interventions, reflect on effective practice, and evaluate what support has led to positive outcomes and meaningful change for pupils and families.

'The Role of the Designated Safeguarding Lead' Lancaster Lane Primary and Pre- School recognises that Deputy DSLs must be trained to same standard as the DSL.

The designated teacher 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 Tom Clucas - the school's SENDCo.

## **6. Training and Induction:**

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

### **The induction training will cover:**

- The Child Protection and Safeguarding Policy
- The Child-On-Child Abuse and procedures.
- The Staff Code of Conduct
- Part one of 'Keeping Children Safe in Education' (KCSIE)
- The Attendance Policy, including the safeguarding response to children who go missing from education.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSL(s)
- How to record concerns in your setting

Following induction, Lancaster Lane Primary and Pre School recognises the need to ensure continual, effective training to staff and other stakeholders. Therefore:

- ALL staff and volunteers will receive Safeguarding Training (at least) annually
- The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates
- ALL staff, volunteers and governors will read and show an understanding of any updates that are provided
- DSL and Deputy DSLs will attend DSL training every 2 years and update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- The DSL will undertake Prevent awareness training (bi-annually)
- At least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 3 years

- 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 DSL / SLT and that is particularly relevant to the context and needs of the setting
- Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s
- Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school
- Detailed records will be held of staff safeguarding training and ensure that no training becomes out of date.

## **7. Multi-Agency Working:**

Lancaster Lane Primary and Pre-School contributes to multi-agency working as part of its statutory duty. The school is aware of and follows the local safeguarding arrangements. Further details regarding these can be found on [www.lancashiresafeguarding.org.uk](http://www.lancashiresafeguarding.org.uk)

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

Lancaster Lane Primary and Pre School will work with Children & Family Wellbeing Team, CSC, the Police, Health services and other relevant partners and agencies for the benefit of families and children ensuring contribution to multi-agency plans to provide additional support.

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

Lancaster Lane Primary and Pre-School also recognises the particular importance of interagency working in identifying and preventing CSE and CCE.

### **Information Sharing:**

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

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

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

## **8. Early Help:**

Early help means providing support as soon as the need emerges, at any point in a child's life. Staff at Lancaster Lane Primary and Pre-School recognise that any professional can provide early help. Any pupil or family may benefit from early help, but staff will be alert to the potential need specifically for early help for pupils who:

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

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

Staff may be required to support other agencies and professionals in an Early Help Assessment, in some cases acting as the Lead Professional. Any such cases will be kept under constant review assessing the impact of the support via Team Around the Family (TAF) Meetings every 4-6 weeks.

**We therefore ensure that:**

- All staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help and can follow school procedures to share this with the DSL
- DSLs (and deputy DSLs) – 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 is it 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 [Lancashire Continuum of Need and Thresholds Guidance](#)

**9. Abuse and Neglect:**

For the purposes of this policy, “**abuse**” is defined as a form of maltreatment of a child, which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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.

For the purposes of this policy, “**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.

For the purposes of this policy, “**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.

For the purposes of this policy, “**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.

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

All staff will be aware of the indicators of abuse and neglect and be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with contextual factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms.)

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, radicalisation and the sharing of indecent images. ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported - Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.

ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns, in the appropriate manner to the DSL. Specific issues include (but are not limited to):

#### **10. Domestic Abuse:**

In line with the Domestic Abuse Act 2021, **domestic abuse** is defined as abusive behaviour by a person towards another 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 any other form of abuse.

For the purposes of this policy, the school recognises that children under the age of 18 are victims of domestic abuse in their own right if they see, hear, or experience the effects of abuse between personally connected adults. This includes both direct and indirect exposure to domestic abuse and its impact on family life, safety, wellbeing, and development.

The school acknowledges the serious, long-lasting emotional, psychological, and developmental impact domestic abuse can have on children. All staff will remain vigilant to indicators of domestic abuse and follow safeguarding procedures where concerns arise.

### **Role of the Designated Safeguarding Lead (DSL):**

Where domestic abuse is suspected, disclosed, or identified, the DSL (or a Deputy DSL) will:

- Receive and manage all reports and concerns in line with safeguarding procedures
- Record concerns accurately, securely, and promptly
- Determine whether the threshold for statutory intervention is met
- Make referrals to Children's Social Care where a child is at risk of harm or has suffered harm
- Liaise with external agencies, including CSC, police, health services, and specialist domestic abuse services
- Ensure appropriate early help or targeted support is implemented where statutory thresholds are not met
- Ensure that information sharing is lawful, proportionate, and in the best interests of the child
- Maintain oversight of ongoing safeguarding plans and support arrangements
- Ensure victims are supported in a trauma-informed, child-centred manner
- Ensure staff involved are supported and guided appropriately

The DSL will ensure that children's safety and welfare remain paramount at all times and that action is taken without delay where there are safeguarding concerns.

### **Staff Responsibilities:**

All staff will:

- Be alert to the signs and indicators of domestic abuse
- Respond to disclosures in a sensitive, supportive, and non-judgemental manner
- Never promise confidentiality
- Report concerns to the DSL immediately
- Record concerns in line with safeguarding procedures
- Understand that domestic abuse is a safeguarding issue even where it occurs outside school

The school will ensure that domestic abuse concerns are managed in line with statutory safeguarding guidance, local safeguarding partnership arrangements, and the school's Child Protection and Safeguarding Policy.

Lancaster Lane Primary and Pre-School has commitment to Operation Encompass and informing all stakeholders of the initiative. The lead person for Operation Encompass is the Head teacher, Linsey Hankin.

### **11. Homelessness and Risk of Homelessness:**

The school recognises that homelessness and housing insecurity are significant safeguarding concerns that can have serious impacts on a child's safety, wellbeing, education, and development. The DSL and Deputy DSL(s) maintain up-to-date knowledge of local referral routes and contact details for the Local Housing Authority to ensure that concerns and support needs relating to homelessness can be identified and addressed at the earliest possible stage.

Indicators that a child or family may be at risk of homelessness include, but are not limited to:

- Household debt
- Rent or mortgage arrears
- Domestic abuse
- Anti-social behaviour
- frequent moves or instability in housing
- Any reference to a family moving because they "have to"

The school recognises that homelessness may present differently for different age groups. For 16- and 17-year-olds, homelessness may not be family-based and may present as sofa-surfing, temporary accommodation, or disengagement from home. Such cases will be treated as safeguarding concerns.

#### **Role of the Designated Safeguarding Lead (DSL):**

Where concerns about homelessness or risk of homelessness are identified, the DSL (or Deputy DSL) will:

- Receive and manage all concerns and disclosures
- Record concerns accurately and securely
- Undertake a risk and needs assessment
- Make timely referrals to the Local Housing Authority for housing support and prevention services
- Determine whether the threshold for statutory safeguarding intervention is met
- Make referrals to Children's Social Care (CSC) where a child is harmed or at risk of harm
- Ensure that referrals to the Local Housing Authority do not replace safeguarding referrals where child protection thresholds are met
- Ensure that safeguarding pathways are followed for 16- and 17-year-olds where homelessness presents as an independent safeguarding risk
- Coordinate early help and multi-agency support where statutory thresholds are not met
- Maintain oversight of support plans and outcomes
- Ensure that action is taken promptly to reduce risk and prevent escalation

#### **Staff Responsibilities:**

All staff will:

- Remain alert to indicators of housing instability and homelessness
- Respond appropriately to disclosures and concerns

- Report concerns immediately to the DSL
- Record concerns in line with safeguarding procedures
- Understand that homelessness is a safeguarding issue
- Recognise that housing insecurity may coexist with other safeguarding risks, including neglect, exploitation, abuse, and domestic abuse

Referrals to the Local Housing Authority do not replace referrals to Children's Social Care where a child is being harmed or is at risk of harm. Safeguarding duties remain paramount at all times.

The school will manage concerns relating to homelessness in line with statutory safeguarding guidance, local safeguarding partnership arrangements, and the school's Child Protection and Safeguarding Policy.

## **12. Children Absent from School:**

Lancaster Lane Primary and Pre School recognises that children who are absent from education, including those who go missing from school, may be at increased risk of abuse, neglect, sexual and criminal exploitation, forced marriage, female genital mutilation, radicalisation, and other forms of harm.

All staff are aware that unexplained or persistent absence is a safeguarding concern and a potential indicator of abuse or neglect. Staff will monitor pupils who are absent from school, particularly where patterns of repeated or unexplained absence occur, and will report concerns to the DSL in line with safeguarding procedures and the Attendance and Children Missing Education Policy.

The school will inform the Local Authority (LA) of any pupil who fails to attend regularly or who has been absent without the school's permission for a continuous period of 10 school days or more, in accordance with statutory requirements.

Where reasonably possible, the school will hold more than one emergency contact number for each pupil.

### **Role of the Designated Safeguarding Lead (DSL):**

The DSL and Deputy DSL(s) will:

- Maintain oversight of attendance as a safeguarding priority
- Receive and respond to attendance-related safeguarding concerns
- Meet weekly with the Attendance Manager to review attendance data, identify emerging trends, patterns of absence, persistent non-attendance, and children missing education
- Use attendance intelligence as part of the school's safeguarding risk assessment processes
- Ensure concerns are recorded on CPOMS and appropriate safeguarding actions are taken
- Identify pupils at risk due to non-attendance and initiate early help or safeguarding referrals where thresholds are met
- Make referrals to Children's Social Care where absence indicates risk of harm or neglect
- Work in partnership with external agencies where required

The Family Support Worker will actively engage with families of pupils who are non-attenders or at risk of persistent absence, providing early intervention, support, and practical assistance to address barriers to attendance and reduce safeguarding risks.

This multi-disciplinary, proactive approach ensures that attendance is used as a key safeguarding indicator and that children who are not accessing education are identified early, supported appropriately, and protected from harm.

### **13. Children Attending an Approved Educational Activity:**

An approved educational activity is any activity where a pupil is attending another school at which they are registered, or taking part in off-site activities such as field trips, educational visits, work experience, or unregistered alternative provision. Pupils may only be recorded as attending an off-site activity if it is approved by the school, is of an educational nature, and is supervised by a person authorised by the school.

Lancaster Lane Primary and Pre School retains ultimate responsibility for the safeguarding and welfare of pupils during any off-site educational activity. Therefore, it is expected that only supervisors who are accountable to the school are authorised to oversee pupils in these contexts. Approved off-site activities include, but are not limited to:

- Dual registration at another school
- Participation in a supervised sporting activity
- Educational visits or trips

Role of the Designated Safeguarding Lead (DSL)

**The DSL and Deputy DSL(s) will:**

- Ensure that all off-site educational activities are risk-assessed with safeguarding considerations clearly addressed
- Maintain oversight of pupils participating in approved off-site activities, including checking that supervisors are appropriately vetted and authorised
- Review and confirm that safeguarding arrangements, including emergency contacts and reporting procedures, are in place prior to departure
- Keep records of pupils attending off-site activities on CPOMS, including any concerns raised before, during, or after the activity
- Liaise with supervising staff, host schools, or organisations to ensure clear safeguarding responsibilities are understood and maintained
- Take action where any safeguarding concerns arise during off-site activities, including contacting parents, relevant agencies, or Children's Social Care if thresholds are met
- By proactively managing off-site activities, the school ensures that safeguarding responsibilities extend beyond the school site and that pupils remain safe and supported in all approved educational contexts.

### **14. Child Criminal Exploitation (CCE):**

Child criminal exploitation (CCE) is a form of abuse in which an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into participating in criminal activity. This may occur:

- In exchange for something the victim needs or wants
- For the financial or other advantage of the perpetrator or facilitator
- Through violence, threats, or intimidation, including online or via technology

Specific forms of CCE can include, but are not limited to:

- Being forced or manipulated into transporting drugs or money through county lines networks
- Working in cannabis factories
- Shoplifting or pickpocketing

- Committing vehicle crime
- Committing, or threatening to commit, serious violence

Lancaster Lane Primary and Pre School recognises that children involved in CCE are victims themselves, regardless of whether they have committed crimes, and even where participation appears consensual. Pupils of any gender may be at risk.

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:

- Associating with other children involved in exploitation
- Changes in emotional wellbeing or behaviour
- Misusing drugs or alcohol
- Going missing or regularly coming home late
- Persistent non-attendance or disengagement from education
- Possession of unexplained gifts, money, or new possessions
- County Lines Exploitation

County Lines is a form of CCE in which criminal networks groom and exploit children and young people to transport and sell drugs across different areas. Staff will be alert to indicators that may suggest involvement in County Lines, including:

- Going missing and subsequently being found far from home
- Being the victim or perpetrator of serious violence (e.g., knife crime)
- Receiving requests for drugs via a phone line, moving drugs, or collecting money
- Being found in accommodation with no connection to home
- Owing a 'debt bond' to exploiters
- Using a bank account to facilitate criminal activity

Where County Lines or other CCE is suspected, staff will follow normal safeguarding procedures, make timely referrals to the Designated Safeguarding Lead (DSL), and consider whether a referral to the National Referral Mechanism (NRM) is appropriate.

### **DSL Roles and Responsibilities:**

The DSL and Deputy DSL(s) will:

- Maintain oversight of pupils at risk of or involved in CCE
- Ensure all concerns and disclosures are recorded promptly and accurately on CPOMS
- Assess risk and coordinate safeguarding responses in line with KCSIE 2025 and local safeguarding partnership guidance
- Liaise with external agencies, including Children's Social Care, police, and specialist exploitation services
- Monitor patterns of absence, behavioural changes, or indicators of exploitation
- Ensure proactive safeguarding interventions are in place to protect vulnerable pupils
- Provide staff with guidance and training on recognising and responding to CCE and County Lines exploitation

This policy aligns with statutory safeguarding guidance in Working Together to Safeguard Children 2018 (updated 2023) and Keeping Children Safe in Education 2025, emphasising that schools have a duty to protect children from all forms of exploitation and abuse.

## **15. Child Sexual Exploitation (CSE):**

Child sexual exploitation (CSE) is a form of sexual abuse in which an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into sexual activity. This may occur:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status, or other gain of the perpetrator or facilitator
- Through violence or the threat of violence, including online or via technology

Lancaster Lane Primary and Pre School recognises that CSE can occur as a single incident or develop over time, and may happen without the child's immediate knowledge—for example, through others sharing sexual images or videos on social media. Pupils of any age, including those aged 16 and above who can legally consent to sexual activity, can be victims of CSE. Pupils may also not realise they are being exploited, particularly if they believe they are in a genuine romantic relationship.

School staff will be alert to the following potential indicators that a pupil may be a victim of CSE:

- Possession of unexplained gifts, money, or new possessions
- Associating with other children involved in exploitation
- Changes in emotional wellbeing or behaviour
- Misuse of drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Persistent non-attendance or disengagement from school
- Involvement with older boyfriends or girlfriends
- Suffering from sexually transmitted infections
- Displaying sexual behaviours beyond expected developmental stages
- Becoming pregnant

### **DSL Roles and Responsibilities:**

Where CSE is suspected, the DSL and Deputy DSL(s) will:

- Receive and record all concerns and disclosures promptly on CPOMS
- Assess risk and take immediate safeguarding action in line with KCSIE 2025 and local safeguarding partnership guidance
- Liaise with Children's Social Care, police, and other relevant agencies to ensure statutory safeguarding interventions are initiated where thresholds are met
- Ensure that pupils identified as at risk of CSE are monitored and supported proactively, including multi-agency risk assessments and interventions
- Maintain oversight of pupils who are missing from education, persistently absent, or at risk of exploitation
- Provide advice and guidance to staff on recognising and responding to CSE
- Ensure that safeguarding plans and actions are kept under review and adjusted as needed to protect the pupil
- Reporting and Safeguarding Procedures

All staff must discuss any concerns about potential or actual CSE with the DSL immediately. If the DSL agrees that a concern exists, local safeguarding procedures will be triggered, including referral to Children's Social Care or the police as appropriate. Staff will follow the school's safeguarding reporting processes while ensuring the child's safety and wellbeing remain the priority.

This policy aligns with statutory safeguarding guidance in Working Together to Safeguard Children 2018 (updated 2023) and Keeping Children Safe in Education 2025, ensuring the school fulfils its duty to protect children from sexual exploitation in all contexts, including online, in-person, and in peer or adult relationships.

## **16. Modern Slavery**

Modern slavery encompasses human trafficking, slavery, servitude, and forced or compulsory labour, and may include forms of Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), and other forms of exploitation.

Lancaster Lane Primary and Pre School recognises its responsibility under the Modern Slavery Act 2015 (Section 52), which requires public authorities, including schools, to take action where they have reasonable grounds to believe a person may be a victim of slavery or human trafficking.

The school also acknowledges its duty under Working Together to Safeguard Children (WTSC 2018, updated 2023) and Keeping Children Safe in Education (KCSIE 2025), which make clear that all children are entitled to protection from all forms of abuse and exploitation, including modern slavery.

### **Key Responsibilities for Staff:**

All staff will:

- Be alert to the signs that a pupil may be a victim of modern slavery, including unusual patterns of absence, restricted freedom, unexplained possessions, signs of physical abuse, or being in the care of adults not their parents/guardians
- Be aware of the support available for victims and the referral routes to the National Referral Mechanism (NRM)
- Report concerns promptly to the Designated Safeguarding Lead (DSL) in line with the school's safeguarding procedures

DSL Roles and Responsibilities:

- Maintain oversight of pupils at risk of or suspected to be victims of modern slavery
- Ensure all concerns and disclosures are recorded on CPOMS and safeguarding actions are promptly implemented
- Liaise with Children's Social Care, police, and other relevant agencies to ensure statutory safeguarding interventions, including referrals to the NRM, are undertaken when thresholds are met
- Provide guidance to staff on recognising signs of modern slavery and appropriate responses
- Ensure risk assessments and safeguarding plans are reviewed regularly to protect affected pupils and mitigate further harm

Lancaster Lane Primary and Pre School is committed to proactive safeguarding, ensuring that pupils at risk of modern slavery or exploitation are identified early, supported effectively, and protected from harm, whether the exploitation is occurring in the UK or involves cross-border trafficking.

## **17. Female Genital Mutilation (FGM) and Honour-Based Abuse (HBA):**

FGM is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and considered a form of child abuse with long-lasting physical and emotional consequences. FGM also falls under the broader category of Honour-Based abuse (HBA), which encompasses crimes committed to protect or defend the honour of a family or community. All forms of HBA are forms of abuse and will be treated as such.

### **Legal Framework:**

Female Genital Mutilation Act 2003 (as amended by Section 74 of the Serious Crime Act 2015): Teachers and regulated professionals must report to the police any discovery of FGM in a girl under 18, whether through disclosure or visual evidence. Failure to report may result in disciplinary action.

Mandatory Reporting Duty (KCSIE 2025, Part One): Staff are legally required to report known cases, while suspected or at-risk cases must be reported to the Designated Safeguarding Lead (DSL), who will follow local safeguarding procedures.

Working Together to Safeguard Children 2018 (updated 2023): Emphasises multi-agency safeguarding and early intervention for children at risk of FGM and HBA.

### **Indicators of Risk:**

Staff should be alert to pupils at heightened risk of FGM, which may include, but are not limited to:

- Belonging to a community known to practice FGM
- Having a mother, sister, or relative who has undergone FGM
- Withdrawal from PSHE or RSE lessons
- Travel abroad or extended holidays to countries where FGM is practiced
- Socio-economic or cultural factors affecting integration into UK society

Staff should note that individual indicators may not confirm risk, but the presence of multiple indicators may signal potential danger. Pupils may not be aware that FGM is planned or being carried out, so discussions should be handled sensitively.

### **DSL Roles and Responsibilities:**

- Maintain oversight of pupils at risk of, or affected by, FGM or HBA
- Record all concerns and disclosures promptly on CPOMS
- Ensure mandatory reporting to the police is completed where FGM is discovered in a girl under 18
- Follow local safeguarding procedures for suspected or at-risk cases
- Liaise with Children's Social Care, police, and other relevant agencies to ensure pupils are protected and receive appropriate support
- Provide guidance and training to staff on identifying and responding to FGM and HBA
- Monitor the wellbeing of pupils affected by FGM or HBA and ensure ongoing support, including counselling or family support as appropriate

### **Lancaster Lane Primary and Pre School is committed to:**

- Early identification and intervention for pupils at risk
- Multi-agency collaboration to safeguard children
- Maintaining a sensitive, trauma-informed approach when discussing risk or incidents with pupils

This policy aligns with FGM Act 2003 (as amended), Serious Crime Act 2015, WTSC 2018 (updated 2023), and KCSIE 2025, ensuring the school fulfils its statutory safeguarding duties for children at risk of FGM and honour-based abuse.

### **18. Forced Marriage:**

Forced marriage is a marriage entered into without the full and free consent of one or both parties, often involving violence, threats, or coercion—physical, emotional, or psychological. A lack of consent may also occur where a person cannot consent, for example due to certain forms of SEND. Forced marriage is illegal in the UK and considered a form of honour-based abuse (HBA).

All staff must be alert to the possibility that a pupil may be at risk of, or experiencing, a forced marriage. Any concerns must be reported to the Designated Safeguarding Lead (DSL), who will follow local safeguarding procedures. This may include referral to Children’s Social Care, the police, or the Forced Marriage Unit.

### **19. Extremism and Radicalisation and the Prevent Duty:**

**Extremism** refers to vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for different faiths and beliefs. It also includes the advocacy of violence or the death of members of the armed forces.

**Radicalisation** is the process by which a person comes to support terrorism or extremist ideologies associated with terrorist groups.

**Terrorism** is defined as an act that endangers or causes serious violence to a person or people, serious damage to property, or serious disruption to an electronic system, carried out to influence the government or intimidate the public for political, religious or ideological reasons.

Protecting pupils from the risks of radicalisation, extremism and terrorism is a core part of the Lancaster lane Primary and Pre School’s safeguarding duties, as set out in Keeping Children Safe in Education 2025 and the Prevent Duty under Section 26 of the Counter-Terrorism and Security Act 2015.

#### **School Approach:**

The school will:

- Assess the risk of pupils being drawn into radicalisation and extremist influences, taking into account local context, community profiles and known risk factors.
- Ensure that staff are alert to changes in pupils’ behaviour or demeanour, and use their professional judgement to identify those who may need help or protection.
- Support pupils through a broad curriculum, including PSHE/RSE, that promotes resilience, critical thinking, healthy debate, British values and respect for diversity.
- Deliver age-appropriate Prevent education as part of the curriculum and pastoral provision.
- Provide information and support to parents and families on how to identify and respond to signs of radicalisation.
- Maintain safe online environments with appropriate filtering and monitoring to prevent access to extremist or terrorist material.

- The school will also signpost staff, pupils and families to the Lancashire Schools Prevent Hub for local guidance, resources and referral pathways.

[Lancashire Safeguarding Partnership - Radicalisation \(Prevent\)](#)

**Reporting and Referral:**

Any member of staff who has concerns that a pupil may be at risk of radicalisation or extremism should:

- Discuss the concern immediately with the Designated Safeguarding Lead (DSL).
- Use the school's safeguarding reporting procedures to record the concern accurately and without delay.
- Where appropriate, and in discussion with the DSL, make a Prevent referral via local channels and/or contact the Channel programme.

**Role of the Designated Safeguarding Lead (DSL):**

- Maintain up-to-date knowledge of the Prevent Duty and local referral arrangements, including Channel Panel processes.
- Ensure all concerns relating to radicalisation and extremism are recorded on CPOMS and acted upon promptly.
- Assess the level of risk and determine appropriate next steps, including referrals to the Channel programme, Children's Social Care or police where thresholds are met.
- Provide support and advice to other staff on identifying and responding to signs of radicalisation.
- Ensure that pupils identified as vulnerable are supported through multi-agency working and appropriate safeguarding plans.
- Monitor patterns and trends over time to inform staff training, curriculum development and early intervention strategies.

**Staff Training:**

- All staff, governors and volunteers will receive regular training on the Prevent Duty and understanding of how to identify pupils at risk of radicalisation.
- The DSL will undertake Prevent awareness training and ensure that this training is refreshed and cascaded to all staff.

By implementing these measures, Lancaster Lane Primary and Pre School ensures it fulfils its statutory duty to prevent people from being drawn into terrorism, promotes a safe learning environment, and supports pupils to become thoughtful, resilient and well-informed members of the community.

Prevent Lead	Linsey Hankin
Prevent Governor Lead	Hilary Harrington
Prevent Curriculum Lead	Linsey Hankin

**20. Private Fostering:**

A private fostering arrangement occurs when a child under 16 years old, or under 18 years old for a child with SEND, is cared for by someone who is not their parent, guardian, or close relative for 28 days or more. Such arrangements are covered under the Children Act 1989 and relevant statutory guidance from Working Together to Safeguard Children 2018.

**The school will:**

- Recognise that private fostering can present safeguarding risks and that children in these arrangements remain vulnerable.
- Notify the Local Authority (LA) immediately if the school becomes aware that a pupil is being privately fostered, to allow the LA to undertake the necessary checks and assessments.

**Role of the DSL:**

- Maintain awareness of private fostering duties and ensure staff understand the indicators of a private fostering arrangement.
- Ensure that all concerns or disclosures regarding private fostering are recorded promptly on CPOMS and reported to the LA without delay.
- Liaise with the LA to support safeguarding checks and assessments, ensuring that the welfare of the child remains the priority.
- Include privately fostered pupils in the school's Vulnerable Child List and monitor their attendance, wellbeing, and engagement.

Staff are aware that failure to notify the LA of a private fostering arrangement is an offence under the Children Act 1989.

**21. Pupils with Family Members in Prison:**

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison?](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns. We use texts such as, "Mia's Story" and "Freya's Story" to help children understand their feelings and emotions during such a time.

**22. Child on Child Abuse (Including Sexualised Abuse):**

**Child-on-Child Abuse:**

Lancaster Lane Primary and Pre-School has a **zero-tolerance approach** and follows statutory guidance in **Keeping Children Safe in Education (KCSIE, Part Five, 2025)**, the **Children Act 1989 and 2004**, and **Lancashire Safeguarding Procedures**.

Child-on-child abuse is any form of abuse between pupils, including online, and can occur regardless of age, gender, or setting.

Child -on-child abuse can take many forms, including (but not limited to):

- Bullying (including cyberbullying), prejudice-based and discriminatory bullying;

- Physical abuse such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Upskirting;
- Initiation/hazing-type violence and rituals;
- Abuse in intimate personal relationships between children;
- Consensual and non-consensual sharing of nude and semi-nude images or videos (youth-produced sexual imagery);
- Causing someone to engage in sexual activity without consent.

Lancaster Lane Primary and Pre School is fully committed to safeguarding and promoting the welfare of every pupil, both within and beyond the school premises. We recognise that abuse can occur between children and that **child-on-child** abuse is a serious safeguarding concern. In response, we adopt a whole-school, preventative approach to safeguarding, ensuring that the wellbeing and safety of pupils remain at the centre of all actions, in line with current safeguarding legislation and statutory guidance.

This commitment is achieved through:

- Creating and maintaining a culture of mutual respect, inclusion, and dignity among all pupils.
- Teaching pupils clearly about acceptable and unacceptable behaviour.
- Identifying pupils who have experienced abuse and ensuring appropriate support and provision is put in place.
- Ensuring that the governing board, Head Teacher, and all staff understand their safeguarding responsibilities, remain vigilant to the signs of child-on-child abuse, and know how to refer concerns to the Designated Safeguarding Lead (DSL).
- Maintaining safeguarding policies and procedures that are transparent, clear, and accessible to staff, pupils, and parents.

The school recognises that child-on-child abuse can take many forms, including (but not limited to): **bullying** (including cyberbullying), online abuse, discriminatory abuse, sexual harassment and violence, intimate partner abuse, harmful sexual behaviour, and abuse related to protected characteristics, SEND, gender, sexuality, race, or identity.

All forms of child-on-child abuse are unacceptable and will be addressed in line with this policy, and relevant statutory guidance.

Whole-School Approach: The school adopts a whole-school, preventative approach to tackling child-on-child abuse. This includes:

- A zero-tolerance culture towards abuse and harmful behaviour
- Clear, accessible safeguarding procedures
- Staff training and regular safeguarding updates
- A contextual safeguarding approach that considers risks inside and outside school, including online spaces
- Early identification, intervention, and support for pupils at risk of harm or displaying harmful behaviours
- Strong leadership oversight to ensure safeguarding is central to school policy, culture, and practice

Culture, Education and Prevention: The school is committed to creating a safe, respectful, and inclusive environment where abuse is not normalised or minimised. All staff model appropriate behaviour and actively challenge harmful language and conduct. Prevention is embedded through:

- A broad, balanced and inclusive curriculum
- Planned, age-appropriate PSHE education
- Teaching pupils about consent, boundaries, respect, equality, healthy relationships, safeguarding, and online safety
- Providing safe opportunities for pupils to discuss concerns and seek help
- Clear education on what constitutes abusive behaviour and how to report it
- Protecting Vulnerable Pupils

Safeguarding is embedded across the curriculum, particularly in **PSHE, computing, and assemblies**. Pupils learn about online safety, consent, healthy relationships, mental wellbeing, and recognising unsafe situations. Safeguarding messages are reinforced through **regular safeguarding assemblies**. Pupils are consulted via assemblies, lessons, and curriculum activities to ensure their voices influence safeguarding policies and practice.

The school recognises that some pupils may be at increased risk of child-on-child abuse, including:

- Girls
- LGBTQ+ pupils
- Pupils with SEND
- Black, Asian and minority ethnic pupils

Staff remain vigilant, avoid assumptions, and ensure that additional support, early help, and safeguarding measures are put in place where required. Abuse involving intersecting vulnerabilities is treated with particular care and priority.

### **Reporting Concerns:**

Pupils will be made aware of:

- How to raise concerns or report abuse, including about peers
- That reports will be **taken seriously, investigated appropriately, and support provided**
- The process for reporting concerns in line with statutory safeguarding procedures

Pupils are encouraged and supported to report abuse or concerns about peer behaviour. Reports may be made to:

- The DSL
- Any trusted member of staff
- Designated pastoral reporting systems

The school actively promotes a culture of reporting, where pupils feel safe to speak up as victims, witnesses, or bystanders. No concern is considered too minor to report.

### **Staff will:**

- Recognise that abuse can occur between pupils of any age or gender, on or off school premises, and online. Forms include bullying (including prejudice-based or cyberbullying),

abuse in peer relationships, physical abuse, sexual violence or harassment, sharing of nude/semi-nude images, upskirting, and initiation/hazing rituals.

- Challenge harmful behaviour immediately and never normalise it as “banter” or “part of growing up.”
- Be alert to the heightened vulnerability of pupils with SEND, LGBTQ+ pupils, and those perceived to be LGBTQ+.
- Respond to disclosures seriously, sensitively, and without delay, reporting all concerns to the DSL.

#### **DSL and deputies will:**

- Assess risk and needs immediately after a report, considering the victim, alleged perpetrator, other pupils, and staff.
- Record and review risk assessments at least termly.
- Take into account the wishes of the victim, ages and development of pupils, power imbalances, context, and ongoing risks.
- Act in accordance with statutory duties under KCSIE 2025, Children Act 1989 & 2004, and Working Together 2018.
- Ensure proportional, trauma-informed responses prioritising the safety and wellbeing of all pupils, supporting victims, safeguarding alleged perpetrators, and preventing further harm.
- Make referrals to Children’s Social Care and/or the police where required and maintain confidential records of all concerns, actions, and decisions.
- Work with external agencies and specialist support services where needed.
- Outcomes may include internal management, Early Help, statutory referrals, police involvement, and concurrent disciplinary and safeguarding support.

#### **23. Serious Violence:**

Through training, all staff will be aware of indicators that a pupil may be at risk of, or involved in, serious violent crime. These include, but are not limited to:

- Increased absence from school or disengagement from education
- Changes in friendships or social groups
- Relationships with older individuals or criminal groups
- Significant decline in academic performance
- Signs of self-harm or poor mental wellbeing
- Evidence of assault, unexplained injuries, or physical harm
- Possession of unexplained gifts, money, or new possessions

Staff will also be aware of risk factors that may increase a pupil’s vulnerability to serious violence, including:

- Being male
- Persistent absence or exclusion from school
- History of maltreatment, trauma, or neglect
- Previous involvement in offending, such as theft or robbery

Staff who suspect a pupil is at risk of serious violent crime will immediately report concerns to the DSL, who will act in line with statutory safeguarding duties, including referral to Children’s Social Care or police where appropriate.

**This approach reflects the school's duties under:**

- Keeping Children Safe in Education 2025 (KCSIE) – safeguarding and child protection responsibilities
- Children Act 1989 & 2004 – promoting welfare and protection of children
- Working Together to Safeguard Children 2018 – inter-agency safeguarding and early help
- Police, Crime, Sentencing and Courts Act 2022 – Serious Violence Duty requiring local authorities and partners to prevent serious violence

**24. Online Safety, (Including Artificial Intelligence AI), and Electronic Devices:**

Lancaster Lane Primary and Pre-School will adhere to its Online Safety Policy at all times and is committed to keeping children safe online, including emerging risks related to artificial intelligence (AI).

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online, including safe use of AI tools, chatbots, generative AI, and other digital technologies.

Staff will be trained to recognise risks associated with AI, such as exposure to harmful content, manipulation, misinformation, deepfakes, or inappropriate interactions.

The school will maintain robust filtering and monitoring systems on ICT equipment, ensuring children cannot access inappropriate content, including harmful AI-generated material. Lancaster Lane Primary and Pre School's filtering system will be monitored and reviewed with any inappropriate behaviours or searches being followed up appropriately.

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

Online behaviours, searches, or AI interactions that raise safeguarding concerns will be reviewed and followed up appropriately, with support from the DSL.

Online safety issues that occur outside of school, including those involving AI, will be managed in accordance with the Online Safety Policy, with parental engagement where appropriate.

**The school will comply with statutory guidance in:**

- Keeping Children Safe in Education 2025 (KCSIE) – online safety as part of safeguarding
- Children Act 1989 & 2004 – welfare and protection of children
- Working Together to Safeguard Children 2018 – inter-agency responsibilities
- Online Safety legislation and guidance (e.g., UK Safer Internet Centre, UK Digital Strategy, and AI regulatory updates under the Online Safety Bill 2023), ensuring emerging technologies are considered in safeguarding risk assessments.

## **AI Use and Safeguarding:**

- The school follows the **Online Safety Policy**, monitored through suitable filtering systems.
- Pupils are taught safe use of online platforms and AI tools.
- Staff are trained to identify AI-related risks including manipulation, inappropriate content, privacy breaches, and misinformation.
- Any incidents involving AI or online risks are treated as safeguarding concerns.

Lancaster Lane Primary and Pre-School recognises the growing presence of AI tools (e.g., chatbots, generative AI, content creation tools) in education and everyday life. The school takes a proactive approach to ensure AI is used safely and responsibly by pupils and staff.

- Pupils will only access AI tools under staff supervision. Staff will provide guidance on safe, ethical, and appropriate use, highlighting risks such as misinformation, bias, inappropriate content, or sharing personal information.
- Parents and carers will be informed about potential risks of AI at home and encouraged to supervise and discuss safe use.
- Staff will receive ongoing training on AI-related risks, safeguarding concerns, and how to respond if a pupil experiences harm or distress linked to AI use.
- Any AI-related safeguarding concerns, whether occurring in school or externally, must be reported to the DSL immediately.

Policy alignment: AI safety measures align with statutory guidance in KCSIE 2025, the Online Safety Bill 2023, and Working Together to Safeguard Children 2018, ensuring emerging technologies are integrated into risk assessments and safeguarding practices.

Digital literacy: Pupils will be taught critical thinking skills, digital literacy, and resilience to navigate AI-generated content safely, reinforcing safe online behaviour as part of the PSHE and computing curriculum.

## **AI Safeguarding Responsibilities for Staff:**

All staff have a responsibility to ensure pupils use AI tools safely and responsibly:

- Only allow pupils to access AI tools under appropriate supervision, ensuring content and interactions are safe.
- Teach pupils safe, ethical, and responsible use of AI, including awareness of misinformation, bias, and risks to personal data.
- Report any inappropriate, harmful, or concerning content generated by AI immediately to the DSL.
- Engage with regular CPD on AI-related safeguarding risks, policies, and procedures.
- Apply the same safeguarding standards to AI use as with other online tools, in line with KCSIE 2025, the Online Safety Bill 2023, and Working Together to Safeguard Children 2018.
- DSLs will assess and act on AI-related safeguarding concerns using existing procedures for online safety, child protection, and risk management.

## **Personal Electronic Devices:**

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

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

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

School will therefore ensure that:

- Parental consent is obtained to take and use photographs and/or videos of children, for use in school, to market the school or to share on social media / internet and this is updated annually

### **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. Sharing Nude and Semi-Nude Images:**

Sharing nudes and semi-nudes refers to the sending or posting of nude or semi-nude images, videos, or live streams by young people under 18 via social media, gaming platforms, chat apps, or forums (UKCIS, 2020).

UKCIS – Sharing nudes and semi-nudes: advice for education settings (UKCIS, 2020) <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-adviceforeducation-settings-working-with-children-and-young-people>

### **Legislation & Guidance:**

- Sexual Offences Act 2003 – creating, possessing, or distributing indecent images of a child is a criminal offence.
- KCSIE 2025 – requires schools to treat the sharing of indecent imagery as a safeguarding concern.
- Children Act 1989 & 2004 and Working Together to Safeguard Children 2018 – duty to protect children from harm.

### **Staff Responsibilities:**

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

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around

how to deal with such instances in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images and how and when to report.

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

Where a member of staff becomes aware of an incidence of sharing nudes/semi-nudes 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 involving additional or abusive elements beyond the creation, sending or possession of nudes and semi-nudes - including where there is an adult involved, where there is an intent to harm the pupil or where the images are used recklessly.
- **Experimental:** incidents involving the creation and sending of nudes and semi-nudes with no adult involvement, no apparent intent to harm or reckless misuse.

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 Head teacher 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 Head teacher or a member of the senior leadership team
- make sure viewing takes place with another member of staff present in the room, ideally the Head teacher 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 Head teacher 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

#### References & Guidance:

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

- KCSIE 2025, Part Five: Child-on-child sexual violence and sexual harassment
- Sexual Offences Act 2003
- Children Act 1989 & 2004
- Working Together to Safeguard Children 2018

## **26. Context of Safeguarding Incidents and Pupils with SEND:**

Safeguarding incidents can occur outside of school and may be influenced by wider environmental or contextual factors. All staff, particularly the DSL and deputy DSL(s), will consider the context of incidents when assessing a pupil's behaviour or welfare. Referrals to Children's Social Care (CSC) or external agencies will include as much relevant contextual information as possible to ensure an informed response.

### **Pupils with SEND:**

Staff will be aware that pupils with SEND or disabilities are at increased risk of abuse and may face additional barriers in communicating concerns. Key considerations include:

- Pupils with SEND are nearly four times more likely to experience abuse.
- Behaviour, mood, or injuries may be influenced by disability, but indicators of harm should never be assumed to relate solely to SEND.
- Pupils with SEND may be disproportionately affected by bullying or peer-on-peer abuse, sometimes without visible signs.
- Communication barriers may make disclosure more difficult; staff should use appropriate strategies to support pupils in sharing concerns.
- Safeguarding Procedures for Pupils with SEND:

Staff must consider the above factors when raising concerns or making referrals.

The DSL will work closely with the school SENDCo, safeguarding leads, and the pupil's parents (where appropriate) to ensure safeguarding measures meet the pupil's individual needs.

All actions will comply with statutory guidance, including:

- Keeping Children Safe in Education (KCSIE 2025)
- Children Act 1989 & 2004
- Working Together to Safeguard Children 2018
- SEND Code of Practice 2015

## **27. Extra-Curricular Activities and Clubs:**

Lancaster Lane Primary and Pre-School ensures that all extracurricular activities and clubs, whether run by school staff or external providers, operate in line with statutory safeguarding requirements. All staff and volunteers are aware of their responsibilities to promote pupil welfare and respond appropriately to child protection concerns, including making referrals to Children's Social Care (CSC) or the police.

The school confirms that external providers have appropriate safeguarding policies and procedures, and that a transfer of control agreement is in place where required. DBS checks are completed and verified for all staff and volunteers, with certificates securely held by the Office Manager and reviewed regularly. Recruitment and engagement of staff, including for extracurricular provision, follow safer

recruitment principles in accordance with KCSIE 2025 to ensure pupils are protected from individuals who may pose a risk of harm.

### **28. Alternative Provision:**

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

### **29. Work Experience:**

Where pupils undertake work experience at Lancaster Lane Primary and Pre-School, an enhanced DBS check will be obtained for any pupil aged 16 or over. All placements will be supervised in accordance with the school's safeguarding procedures, and any concerns or incidents will be reported immediately to the DSL and, where appropriate, through Lancashire Children's Services referral routes. Work experience arrangements will also ensure that pupils understand their safeguarding responsibilities and are aware of how to raise any concerns.

### **30. Managing Referrals:**

All staff members, particularly the DSL and deputy DSLs, will be fully aware of Lancashire Children's Services (LCS) referral pathways and procedures for managing safeguarding concerns. The DSL will provide guidance, clarity, and support to staff when making referrals or sharing information.

When referring a concern to Children's Social Care (CSC) or other relevant external agencies, information will be shared in line with confidentiality requirements and only on a need-to-know basis to safeguard the child. The DSL will maintain ongoing liaison with external agencies, including multi-agency teams where appropriate, to ensure the safety and wellbeing of the pupils involved. The school will also liaise closely with the police to ensure that ongoing criminal investigations are not compromised and to access advice and support as necessary.

Where a pupil has been harmed, is in immediate danger, or at risk of harm, the referrer will normally receive feedback on the actions taken within one working day of making a referral. If feedback is not received, staff should contact the assigned social worker via Lancashire Children's Services for further information.

The school will not wait for the start or outcome of a CSC or police investigation before taking action to protect the victim or other pupils. If CSC decide that a statutory investigation is not appropriate, the school will reassess the situation and may re-refer if the pupil remains at risk, or implement alternative safeguarding measures, such as Early Help or pastoral interventions, to ensure the child's safety.

#### **At all stages of the referral and safeguarding process:**

- Pupils will be informed of decisions made, actions taken, and reasons for these actions, in a way appropriate to their age and understanding.
- Discussions with parents will only take place where it is safe and does not place the pupil or others at risk of harm.

- The school will work collaboratively with parents to ensure that the pupil and their family understand the arrangements in place, have access to support, and are aware of further services available through Lancashire Children's Services or other agencies.

### **31. Concerns About Staff and Safeguarding Practices:**

If a staff member has safeguarding concerns about another member of staff, including supply staff or volunteers, they must report these concerns immediately to the Head teacher.

If the concern relates to the Head teacher, the report should be made directly to the chair of governors.

Any concerns regarding the school's safeguarding practices should be raised with the Senior Leadership Team (SLT) in the first instance. Staff will follow the school's Whistleblowing Policy, ensuring concerns are documented and acted upon appropriately.

If a staff member feels unable or unsafe to raise a concern internally, they should access external whistleblowing channels, including:

- NSPCC Whistleblowing Helpline: 0800 028 0285
- Relevant local authority safeguarding contacts or the Department for Education (DfE) confidential helpline

All staff are reassured that raising safeguarding concerns in good faith will not result in reprisal or disciplinary action.

### **32. Allegations of Abuse Against Staff, Supply Staff and Contractors:**

Lancaster Lane Primary and Pre-School follows clear procedures, in line with CSAP (Children's Safeguarding Assurance Partnership) guidance, for managing allegations against adults who work with children.

All allegations, including those involving staff who are not employed by the school (e.g., supply staff, contractors, volunteers), will be handled in accordance with the school's Whistleblowing Policy, ensuring staff understand how to raise concerns confidentially and that the welfare of the child is always the paramount consideration.

#### **Harms Threshold:**

Allegations meeting the harms threshold include cases where an adult may have:

- Harmed, or may have harmed, a child
- Committed, or may have committed, a criminal offence against or related to a child
- Behaved in a way indicating they may pose a risk of harm to children
- Behaved, or may have behaved, in a way suggesting they are unsuitable to work with children

#### **Reporting Procedures:**

- Staff and volunteers must report allegations about other adults to the Headteacher.
- If the allegation concerns the Headteacher, it must be reported to the Chair of Governors.

- The Headteacher or Chair of Governors will liaise promptly with the Local Authority Designated Officer (LADO).
- The school will follow CSAP guidance for managing allegations: CSAP Allegations Procedures

[Threshold matrix LADO  
LADO Flyer May 2021.doc](#)

### **Low-Level Concerns:**

A low-level concern is any concern about an adult's behaviour that does not meet the harms threshold but may be inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Examples include:

- Being over-friendly with pupils
- Showing favouritism
- Using a personal device to photograph children contrary to school policy
- One-to-one interactions in secluded areas
- Humiliating pupils

Lancaster Lane Primary and Pre-School promotes a culture of openness, transparency, and accountability, encouraging staff to self-refer if they feel their own behaviour may have fallen below professional standards.

All low-level concerns must be reported to the Head teacher. Concerns regarding the Head teacher should be referred to the Chair of Governors. Where needed, the Head teacher may consult the LADO for guidance. Staff should follow KCSIE 2025 guidance on recording, retention, and storage of low-level concerns.

### **Staff Responsibilities:**

- All staff are aware of their responsibility to report concerns promptly
- All staff understand the distinction between low-level concerns and those meeting the harms threshold.
- Staff are familiar with the Guidance for Safer Working Practice, the school Staff Handbook, and the Code of Conduct, and understand professional expectations.
- The governing body ensures that procedures for low-level concerns and staff conduct are embedded and monitored effectively.

### **External References:**

- 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)
- KCSIE 2025 – Part Four: Allegations of Abuse Against Teachers and Staff: <https://www.gov.uk/government/publications/keeping-children-safe-in-education-2025>
- Guidance for Safer Working Practice: <https://www.saferrecruitmentconsortium.org/GSWP>

- Working Together to Safeguard Children 2018: <https://www.gov.uk/government/publications/working-together-to-safeguard-children-2018>

### 33. Safer Recruitment:

Lancaster Lane Primary and Pre-School is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:

- Lancashire County Council Human Resources 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 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 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 3 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
- Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken.
- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- Consideration on carrying out an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online.
- A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures
- Adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006.

With regard to Disqualification Under the Childcare Act we will adhere to Guidance from Lancashire County Council Human Resources - [Disqualification under the Childcare Act 2006 - GOV.UK](#)

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. This form will be retained and stored securely.

- When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved. If it is not resolved, this must be reported:- [disqualification@ofsted.gov.uk](mailto:disqualification@ofsted.gov.uk)
- Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.

#### **Referral to the DBS:**

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

#### **Single Central Record (SCR):**

The school keeps a SCR which records all staff, including agency and third-party supply staff (for longer placements), and teacher trainees on salaried routes, who work at the school. All members of the governing 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, the risk assessment will be recorded.

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

#### **34. Review:**

This Policy is subject to ongoing review; however, will be reviewed no later than February 2027.

#### **35. Key Contacts, Roles and Training:**

<b>Role</b>	<b>Contact</b>	<b>Training</b>
Designated Safeguarding Lead / Head teacher	Linsey Hankin	PREVENT training March 2025 DSL Training Jan 2026 Safer Recruitment Training April 2026 Annual Level 1 and Level 2 Training SCR training April 2026
Deputy DSL (s)	Carla Govier Tom Clucas Becky Marsden Tori Vaal	DSL Training Jan 2026 Annual Level 1 and Level 2 training (Tori – June 2025)
Chair of Governors	Hilary Harrington	Child Protection & Safeguarding 24.11.22; Online Safety for Governors; Safeguarding – The Governors' Role; Safer Recruitment for Governors May 2021; WRAP training – 21.6.23; Strategic Safeguarding for Governors (LPDS) - 21.11.24 & 01.12.25 -

LCC School Safeguarding Officers Victoria Wallace & Michelle Lewis	01772 531196 <a href="mailto:school.safeguarding@lancashire.gov.uk">school.safeguarding@lancashire.gov.uk</a>
LCC MASH Education Officers Matt Chipchase & Jenny Ashton	Jennifer Ashton 01772 531643 <a href="mailto:jennifer.ashton@lancashire.gov.uk">jennifer.ashton@lancashire.gov.uk</a> Matt Chipchase 01254 220989 <a href="mailto:matt.chipchase@lancashire.gov.uk">matt.chipchase@lancashire.gov.uk</a>
LADO – Local Authority Designated Officer Tim Booth, Donna Green & Shane Penn	01772 536694 <a href="mailto:LADO.admin@lancashire.gov.uk">LADO.admin@lancashire.gov.uk</a>
MASH – Multi-Agency Safeguarding Hub	0300 123 6720 0300 123 6722 between 5.00pm - 8.00am