

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 Worker (FSW), who is a registered Social Worker with Social Work England, specialising in pastoral support, mental health, and wellbeing. Together with school staff, our FSW provides 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) 2026** 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 (2026)**, 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, Headteacher, 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 cared for, safe, 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 challenge the school where appropriate. Termly safeguarding specific meetings are held between Headteacher and Safeguarding governor. Governor Meetings are minuted, and actions tracked. Governors ensure the school adheres to statutory guidance, including **KCSIE 2026**, 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 making or sharing of nude and semi-nude images and/or videos by children and young people is recognised as a significant safeguarding concern. The school will use the terminology “**making or sharing nude and semi-nude images**” and will respond to concerns in accordance with Section 25 of this policy, *Making or Sharing Nude and Semi-Nude Images*.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media; and sexual exploitation, coercion and threats.

Upskirting refers to the act, as identified 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.

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) 2026 - Statutory safeguarding and child protection guidance for schools and colleges in England (in force from September 2026). 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. **Where children aged 0–5 attend the school's pre-school/nursery or Reception provision, the safeguarding arrangements will also comply with Section 3 of the Early Years Foundation Stage (EYFS) statutory framework, which should be read alongside Keeping Children Safe in Education 2026.**

[Keeping children safe in education - GOV.UK](#)

- **Working Together to Safeguard Children (March 2026)** - 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.

[Working together to safeguard children - GOV.UK](#)

- **Working Together to Improve School Attendance (July 2026) (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.

[Working together to improve school attendance - GOV.UK](#)

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.

[Children Act 1989](#)

[Children Act 2004](#)

- **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.

[Education Act 2002](#)

- **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.

[Counter-Terrorism and Security Act 2015](#)

- **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 and Data (Use and Access) Act 2025** – The school will process and share information in accordance with applicable data protection legislation and current safeguarding information-sharing guidance. Data protection legislation does not prevent the sharing of information where this is necessary to safeguard and promote the welfare of a child. Staff should not assume that consent is always required before sharing safeguarding information and should seek advice from the DSL where there is uncertainty.
- The school will also follow the Department for Education's **Information Sharing to Safeguard Children and Young People** statutory guidance and any relevant Lancashire safeguarding and information-sharing arrangements and **Statutory Guidance for the Information Sharing Duty: Information Sharing to Safeguard Children** – statutory guidance, (September 2026):
[Response to consultation on draft statutory guidance for the information sharing duty Data \(Use and Access\) Act 2025: data protection and privacy changes - GOV.UK](#)
[Information sharing duty statutory guidance - GOV.UK](#)
[Information sharing to safeguard children and young people - GOV.UK](#)

Other Statutory and National Guidance:

- **DfE – Online Safety Guidance - Including KCSIE 2026** 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 Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (revised guidance in force from September 2026)** - Statutory requirements for safeguarding education on consent, relationships, online safety, sexual exploitation, abuse, and healthy behaviours.
[Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- **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 working with children and young people**, updated March 2024.
[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#)
- **DfE – Meeting Digital and Technology Standards in Schools and Colleges: Filtering and Monitoring – Core Standard (updated September 2026)** – Sets out the Department for Education's expectations for effective filtering and monitoring arrangements in schools and colleges, including regular review of the effectiveness of systems, consideration of emerging online risks and appropriate oversight and governance.
[Meeting digital and technology standards in schools and colleges - Filtering and monitoring: core standard - Guidance - GOV.UK](#)

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 Contract
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Staff Code of Conduct
- Behaviour 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 Headteacher, 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 2026
- 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 an annual 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 Children's Social Care (CSC) where abuse and neglect are suspected, and support staff who make referrals to 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 National Police Chiefs' Council (NPCC) guidance.
- To any other appropriate identified agency or partner.
- Act as a **point of contact** with 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, 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. This includes understanding the safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues may have 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 the child's journey.
- Ensure **all stakeholders understand the Child Protection Policy**, Keeping Children Safe in Education and internal procedures for reporting concerns. Ensure this information is provided during **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 that procedures are updated and reviewed regularly.
- Ensure the school's **Child Protection and Safeguarding Policy is available publicly**, and ensure that parents are aware of the school's 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 upskilling are taken.
- Encourage a culture of listening to children and promoting the voice of the child.
- Recognise the importance of information sharing, including within school, with other schools, safeguarding partners and other agencies, by understanding relevant data protection legislation and regulations, especially the **Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025**.

- 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 Advisers for any care leavers.
- Have due regard to **Appendix C of Keeping Children Safe in Education 2026**.
- Maintain and regularly update 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 Role of the Designated Safeguarding Lead:

Lancaster Lane Primary and Pre-School recognises that Deputy DSLs must be trained to the same standard as the DSL.

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 Worker 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 school will maintain robust arrangements to ensure that safeguarding concerns can be reported, received, monitored and acted upon without delay whenever the Designated Safeguarding Lead is unavailable.

The school will maintain an appropriate confidential mechanism for the reporting of safeguarding concerns when the DSL or Deputy DSL is unavailable. Appropriate Deputy DSL cover will be maintained during school hours and during periods of absence, including school holidays where safeguarding arrangements require it.

The Designated Teacher has a responsibility for promoting the educational achievement of children looked after (CLA) and previously looked after children (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 Inclusion Lead and 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 and/or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy
- Child-On-Child Abuse and procedures.
- The Staff Code of Conduct
- The Whistleblowing Policy
- ICT Acceptable Use Agreement
- Part one of 'Keeping Children Safe in Education' (**KCSIE 2026**)
- 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 person on any recruitment panel will have completed appropriate safer recruitment training. The school will ensure that sufficient trained staff and governors are available to meet this requirement. Safer recruitment training will be kept current in accordance with Lancashire County Council requirements and relevant statutory guidance.
- 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

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 **Data Protection Act 2018 and the UK GDPR and Data (Use and Access) Act 2025** 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 and Family Help:

Lancaster Lane Primary and Pre-School recognises that providing help and support at the earliest opportunity is an important part of safeguarding. This includes universal services and community-based early help, as well as targeted early help and support provided through **Family Help**.

Where a child and family would benefit from additional support, Lancaster Lane Primary and Pre-School will work with the child, parents/carers and relevant agencies to identify and coordinate appropriate support. Where needs cannot be met through universal or community-based services, the school will consider referral for targeted support through local Family Help arrangements, in accordance with Lancashire's local safeguarding procedures and thresholds.

Where there is concern that a child is suffering, or is likely to suffer, significant harm, the school will make an immediate referral to Children's Social Care in accordance with local safeguarding procedures. The provision of, or involvement in, early help or Family Help does not prevent a referral to Children's Social Care where safeguarding concerns require this.

Staff at Lancaster Lane Primary and Pre-School recognise that any professional can contribute to providing early help and that any child or family may benefit from additional support. Staff will remain particularly alert to the potential need for early help or Family Help for pupils who:

- are disabled, have certain health conditions or have specific additional needs;
- have SEND, regardless of whether they have a statutory Education, Health and Care Plan;
- have mental health needs;
- are young carers;
- show signs of being drawn into anti-social or criminal behaviour, including gang involvement, association with organised crime groups or county lines activity;
- are frequently absent or late to school or are missing or going missing from care or from home;

- are at risk of modern slavery, trafficking, sexual exploitation or criminal exploitation;
- are at risk of being radicalised;
- misuse drugs or alcohol;
- have family members in prison or are affected by parental offending;
- are living in family circumstances presenting challenges for them, such as drug or alcohol misuse, adult mental health difficulties or domestic abuse;
- have returned home to their family from care;
- are at risk of honour-based abuse, including female genital mutilation or forced marriage;
- are privately fostered;
- are persistently absent from education, including persistent absence for part of the school day; or
- show any other early signs of abuse, neglect or exploitation, or have an identified need for additional support or intervention to improve outcomes for the child and family.

Mental Health:

Lancaster Lane Primary and Pre-School recognises that mental health problems can sometimes be indicators of abuse, neglect or exploitation and that, in some circumstances, mental health concerns may develop into safeguarding concerns.

Staff will remain alert to indicators including:

- self-harm;
- suicidal thoughts or ideation;
- risk of suicide;
- eating disorders;
- significant changes in behaviour or presentation;
- withdrawal or increased isolation;
- difficulties with sleep; and
- significant changes in normal activities, routines or engagement.

Staff should not attempt to diagnose mental health conditions. Where concerns are identified, staff will share these with the DSL in accordance with the school's safeguarding procedures so that the child's wider circumstances and any potential safeguarding concerns can be considered. Appropriate support, early help, Family Help or specialist intervention will be considered where required.

Young Carers:

Lancaster Lane Primary and Pre-School recognises that children and young people with caring responsibilities may experience impacts on their attendance, attainment, behaviour, wellbeing and ability to participate fully in school life.

Staff will remain alert to indicators that a pupil may be a young carer and will work with the pupil, family and relevant services to ensure that appropriate support is provided at the earliest opportunity.

Children with Medical Conditions:

Lancaster Lane Primary and Pre-School recognises that children with medical conditions, including allergies, may have additional safeguarding vulnerabilities. Staff will follow the school's health related policies (**including Allergy Safety Policy & Medicine Policy**) and ensure that relevant medical information is appropriately shared with those who need it to keep the child safe.

An incident involving the management of a medical condition does not, in itself, necessarily constitute a safeguarding concern. However, where an incident indicates that a child may be at increased risk of neglect, abuse or exploitation because of their medical condition, this will be reported to the DSL and managed in accordance with safeguarding procedures.

DSL and Multi-Agency Responsibilities:

The DSL and deputy DSLs will provide advice, coordination and safeguarding oversight where early help or Family Help is appropriate. This may include liaising with other agencies, supporting referrals and assessments, contributing to multi-agency planning and ensuring that safeguarding concerns continue to be appropriately monitored and reviewed.

Where appropriate, school staff may be required to support other agencies and professionals as part of a Family Help or other multi-agency assessment or plan. This may include the school acting as, or contributing to, the role of lead professional where this is agreed with the relevant agencies and is appropriate to the needs of the child and family.

Where the school is involved in a **Team Around the Family (TAF)** process, the school will contribute to the assessment, planning, review and coordination of support. The effectiveness of support will be reviewed regularly, including through TAF meetings where appropriate.

Where support is not achieving the intended outcomes, or where the child's needs or level of risk increase, the school will review the support provided and consider whether further intervention or referral is required in accordance with local safeguarding procedures and thresholds.

We therefore ensure that:

- all staff and volunteers understand how to identify children and families who may benefit from early help or Family Help and know how to share concerns with the DSL;
- DSLs and deputy DSLs provide advice, coordination and safeguarding oversight where early help or Family Help is appropriate;
- DSLs signpost and refer children and families to appropriate support agencies and services;
- DSLs contribute to or lead TAF meetings where this is appropriate and agreed;
- staff work constructively with partner agencies and contribute relevant information to assessments, plans and reviews;
- the child's needs, welfare and progress are regularly reviewed and support is adapted where it is not achieving the intended outcomes;
- the school follows Lancashire's local safeguarding arrangements and relevant local threshold guidance;
- the school follows the **Lancashire Continuum of Need and Thresholds Guidance** when determining the appropriate level of support or intervention; and
- the school makes a referral to Children's Social Care where the child's needs meet the relevant threshold for statutory intervention, where concerns escalate, or where there is concern that the child is suffering, or is likely to suffer, significant harm.

[Lancashire Safeguarding Partnership](#)

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 other penetrative acts, or non-penetrative acts such as masturbation, kissing, rubbing and touching inside or outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images or other sexual material; encouraging or facilitating children to behave in sexually inappropriate ways; grooming a child in preparation for abuse; or communicating with a child for sexual purposes.

Sexual abuse can be perpetrated by people of any gender and age, including adults and other children, and can take place in person or online. It may occur within or outside the family environment, within intimate or peer relationships, or through digital technology.

The school recognises that sexual abuse may form part of wider abuse, exploitation, harmful sexual behaviour or coercive and controlling behaviour, and that a child may experience more than one form of abuse at the same time.

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 Headteacher, 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
- Owning 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 2026** 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 2026 and Keeping Children Safe in Education 2026**, 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 2026** 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 2026 and Keeping Children Safe in Education 2026**, 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 2026) and Keeping Children Safe in Education (KCSIE 2026)**, 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 for non-medical reasons. It is illegal in the UK and is a form of child abuse and violence against women. FGM also falls within the broader category of Honour-Based Abuse (HBA), which encompasses crimes committed to protect or defend the perceived 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 the Serious Crime Act 2015): Teachers and regulated health and social care professionals in England and Wales have a mandatory duty to report known cases of FGM in girls under 18 to the police where the case is identified in the course of their professional work. The duty applies where a girl under 18 discloses that FGM has been carried out or where the professional observes physical signs which appear to show that FGM has been carried out.

Mandatory Reporting Duty:

Teachers and regulated health and social care professionals in England and Wales are legally required to report known cases of FGM in a girl under 18 to the police where, in the course of their professional work, they are informed by the girl that FGM has been carried out or observe physical signs which appear to show that FGM has been carried out.

The mandatory reporting duty does not apply to suspected or at-risk cases where FGM has not been identified through disclosure by the girl or physical signs. In such circumstances, all staff must follow the school's safeguarding procedures and report the concern immediately to the DSL or deputy DSL.

Where the mandatory reporting duty applies, the teacher or regulated professional concerned must make the report to the police in accordance with the statutory requirements. The duty is personal and cannot be transferred to the DSL. The DSL should be informed and will coordinate the wider safeguarding response, including referral to Children's Social Care or other agencies where appropriate.

Staff must not examine a child for the purpose of determining whether FGM has occurred. A report does not require a clinical diagnosis or absolute certainty where the statutory criteria for mandatory reporting are met.

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 practise FGM;
- having a mother, sister, cousin or other relative who has undergone FGM;
- withdrawal from PSHE or RSE lessons;
- travel abroad or extended holidays to countries where FGM is practised;
- a girl talking about a special procedure, ceremony or occasion;
- a girl or family expressing concerns about FGM;
- a girl being unexpectedly absent from school; and
- a girl requesting help because she is aware or suspects that she is at risk of FGM.

Individual indicators do not necessarily confirm that a child is at risk. Staff should consider the individual circumstances and any combination of indicators when assessing safeguarding concerns.

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 that the wider safeguarding response is coordinated following any mandatory report and that suspected or at-risk cases are managed in accordance with local safeguarding procedures.
- 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 appropriate ongoing support.

Lancaster Lane Primary and Pre-School is committed to:

- early identification and intervention for pupils at risk;
- multi-agency collaboration to safeguard children; and
- maintaining a sensitive, trauma-informed approach when discussing risk or incidents with pupils.

This policy aligns with the **Female Genital Mutilation Act 2003 (as amended)**, the **Serious Crime Act 2015**, **Working Together to Safeguard Children 2026** and **Keeping Children Safe in Education 2026**, ensuring that the school fulfils its statutory safeguarding responsibilities 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 is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

- negate or destroy the fundamental rights and freedoms of others;
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve these outcomes.

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

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 2026** 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 if the child is disabled, is cared for by someone who is not their parent, a person with parental responsibility or a close relative for 28 days or more. Such arrangements are covered under the **Children Act 1989** and relevant statutory guidance, including Working Together to Safeguard Children 2026.

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 Harassment and Violence):

Lancaster Lane Primary and Pre-School has a **zero-tolerance approach to child-on-child abuse and harmful behaviour** and follows statutory guidance including **Keeping Children Safe in Education (2026)**, **Working Together to Safeguard Children (2026)**, the **Children Act 1989 and 2004**, and relevant **Lancashire Safeguarding Partnership procedures**.

Child-on-child abuse is any form of abuse or harmful behaviour between children, including behaviour which takes place online or outside the school premises. It can occur between children of any age or gender and in any setting.

The school recognises that child-on-child abuse is a safeguarding concern for both the child who has experienced harm and the child alleged to have caused harm. Children who display harmful or abusive behaviour may themselves have experienced abuse, neglect, exploitation or other safeguarding concerns and will be appropriately safeguarded and supported.

The absence of reported cases does not mean that child-on-child abuse is not occurring. The school will maintain professional curiosity and take proactive steps to identify, prevent and respond to harmful behaviour.

Abuse will never be dismissed or minimised as **“banter”, “just having a laugh”, “part of growing up” or “boys being boys”**. The school recognises that misogynistic and misandrist attitudes, language and behaviours can form part of harmful sexual behaviour and may contribute to a culture in which sexual harassment, sexual violence or other forms of abuse are normalised or minimised. Such attitudes and behaviours will be challenged and addressed at the earliest appropriate opportunity, with safeguarding action taken where necessary.

Lancaster Lane Primary and Pre-School recognises that harmful behaviour may be linked to wider safeguarding concerns and that children may experience **multiple or simultaneous forms of harm**. The school will consider the individual circumstances and wider context of each child when responding to concerns.

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

- bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- racist or discriminatory abuse and harmful behaviour related to protected characteristics;
- physical abuse, including hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm;
- physical assault or threats of physical harm, including where weapons are involved;
- sexual violence and sexual harassment;
- harmful sexual behaviour;
- sexual abuse;
- upskirting and other forms of image-based abuse;
- the making or sharing of nude or semi-nude images or videos, whether consensual or non-consensual, including digitally altered or AI-generated images;
- abuse in intimate personal relationships between children, including teenage relationship abuse;
- coercive or controlling behaviour within peer or intimate relationships;
- causing someone to engage in sexual activity without consent;
- initiation or hazing-type violence and rituals; and

- online abuse, including abuse facilitated or amplified through social media, messaging platforms, gaming or other digital technologies.

Whole-School Approach:

Lancaster Lane Primary and Pre-School is committed to safeguarding and promoting the welfare of every pupil, both within and beyond the school premises. The school recognises that child-on-child abuse is a serious safeguarding concern and adopts a whole-school, preventative and contextual approach to identifying, preventing and responding to harmful behaviour.

This includes:

- creating and maintaining a culture of mutual respect, inclusion and dignity among all pupils;
- teaching pupils clearly about acceptable and unacceptable behaviour;
- promoting healthy relationships, respect, consent, boundaries and equality;
- identifying children who have experienced abuse or who may be displaying harmful behaviour and ensuring appropriate support is provided;
- ensuring that the governing board, Headteacher and all staff understand their safeguarding responsibilities, remain vigilant to signs of child-on-child abuse and know how to report concerns to the DSL;
- maintaining clear, transparent and accessible safeguarding procedures;
- providing appropriate staff training and regular safeguarding updates;
- using a contextual safeguarding approach which considers risks within school, online and in the wider community;
- identifying and responding to concerns at the earliest appropriate opportunity; and
- working with parents/carers, children and relevant agencies where additional support or specialist intervention is required.

Culture, Education and Prevention:

Lancaster Lane Primary and Pre-School is committed to creating a safe, respectful and inclusive environment where abuse is not normalised, tolerated or minimised. All staff model appropriate behaviour and actively challenge harmful language, attitudes and conduct.

Prevention is embedded through:

- a broad, balanced and inclusive curriculum;
- planned, age-appropriate PSHE and relationships education;
- teaching pupils about consent, boundaries, respect, equality, healthy relationships and online safety;
- helping pupils understand what constitutes abusive or harmful behaviour;
- teaching pupils how and where to seek help and report concerns;
- providing safe opportunities for pupils to discuss concerns and ask for help;
- challenging discriminatory, racist, misogynistic and misandrist language and behaviour; and
- responding appropriately to emerging concerns, patterns or changes in pupil behaviour.

Safeguarding is embedded across the curriculum, particularly through **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 given appropriate opportunities to express their views and experiences through assemblies, lessons, curriculum activities and other age-appropriate mechanisms. Their voices will inform safeguarding practice wherever appropriate.

Protecting Children Who May Be Particularly Vulnerable:

Lancaster Lane Primary and Pre-School recognises that some children may experience increased vulnerability to particular forms of child-on-child abuse because of their individual circumstances, experiences or characteristics. This may include children who:

- have SEND or additional needs;
- are LGBTQ+ or are perceived to be LGBTQ+;
- experience racism, discrimination or prejudice;
- have experienced previous abuse, neglect or exploitation;
- have mental health or emotional wellbeing needs;
- are socially isolated or have difficulties communicating or reporting concerns;
- have experienced domestic abuse or other violence; or
- have other individual circumstances which may increase their vulnerability.

Staff will avoid assumptions or stereotypes and will consider each child's individual circumstances. Where additional vulnerabilities are identified, appropriate support, early help and safeguarding measures will be put in place.

The school recognises that vulnerabilities may intersect and that children may experience more than one form of harm at the same time.

Reporting Concerns:

Pupils will be made aware of:

- how to raise concerns or report abuse, including concerns about the behaviour of peers;
- who they can speak to if they are worried about themselves or another child;
- that concerns will be taken seriously and responded to appropriately;
- that they will be supported where they report or experience abuse; and
- the importance of reporting concerns even where they are unsure whether behaviour constitutes abuse.

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

- the DSL or deputy DSL;
- any trusted member of staff; and
- the school's designated pastoral or safeguarding reporting systems.

Lancaster Lane Primary and Pre-School actively promotes a culture in which pupils feel safe to speak up as victims, witnesses or bystanders. No concern is considered too minor to report.

Staff Responsibilities:

Staff will:

- recognise that child-on-child abuse can occur between children of any age or gender, on or off school premises and online;
- recognise the different forms that child-on-child abuse may take, including bullying, discriminatory abuse, physical abuse, sexual violence and harassment, harmful sexual behaviour, abuse in intimate relationships, making or sharing nude or semi-nude images, upskirting and initiation or hazing-type rituals;
- challenge harmful behaviour immediately and never normalise it as “banter”, “just having a laugh” or “part of growing up”;
- remain alert to children who may be particularly vulnerable to abuse or who may be displaying harmful behaviour;
- respond to disclosures and concerns seriously, sensitively and without delay;
- report safeguarding concerns to the DSL in accordance with school procedures;
- avoid making assumptions about the behaviour of either the child who has experienced harm or the child alleged to have caused harm; and
- maintain professional curiosity where there are changes in behaviour, patterns of incidents or other indicators of concern.

DSL and Deputy DSL Responsibilities:

The DSL and deputy DSLs will:

- assess risk and safeguarding needs promptly following a concern or report;
- consider the needs, wishes and feelings of the child who has experienced harm, the child alleged to have caused harm, other affected children, witnesses and bystanders;
- consider age, developmental stage, SEND, power imbalances, relationships, context, intent, frequency, severity and any ongoing risks;
- consider whether there are wider safeguarding concerns affecting any of the children involved;
- consider whether children may be experiencing multiple or simultaneous forms of harm;
- ensure that appropriate risk assessments and safeguarding plans are put in place and reviewed whenever circumstances change;
- act in accordance with **Keeping Children Safe in Education (2026)**, **Working Together to Safeguard Children (2026)**, the **Children Acts 1989 and 2004**, and relevant local safeguarding procedures;
- ensure that responses are proportionate and trauma-informed, prioritising the safety and wellbeing of all children involved;
- support the child who has experienced harm and ensure that appropriate safeguarding and support are provided to the child alleged to have caused harm;
- consider whether either child requires early help, Family Help, specialist support or statutory intervention;
- make referrals to Children's Social Care and/or the police where required;
- maintain confidential and accurate records of concerns, actions, decisions and outcomes;
- work with parents/carers and relevant external agencies and specialist services where appropriate; and
- review the effectiveness of actions taken and escalate concerns where risks remain or increase.

Responses may include internal safeguarding and behaviour management, additional pastoral support, early help or Family Help, specialist intervention, statutory referrals, police involvement and other multi-agency action. Safeguarding and behaviour processes may operate concurrently where appropriate.

23. Serious Violence:

Lancaster Lane Primary and Pre-School recognises that children can be at risk of serious violence, including violence associated with exploitation, peer relationships, criminal networks and the possession or use of weapons.

Through safeguarding training and ongoing professional development, all staff will be aware of indicators that a pupil may be at risk of, or involved in, serious violence. These indicators may include, but are not limited to:

- increased absence from school or disengagement from education;
- persistent absence or exclusion from school;
- changes in friendships or social groups;
- relationships with older individuals or individuals involved in criminal activity;
- association with children or adults involved in criminal exploitation or county lines activity;
- significant changes in behaviour, emotional wellbeing or presentation;
- a significant decline in academic performance or engagement;
- signs of self-harm or poor mental wellbeing;
- evidence of assault, unexplained injuries or physical harm;
- possession of unexplained gifts, money or new possessions;
- unexplained possession of or access to weapons or items that could be used as weapons;
- involvement in bullying, intimidation, threats or physical violence;
- going missing or being absent from home or education without explanation; and
- other changes or circumstances which may indicate that a child is being drawn into violence or criminal activity.

Staff will also be aware of circumstances and risk factors which may increase a child's vulnerability to serious violence. These may include:

- being a victim of, or being at risk of, criminal exploitation;
- involvement in or association with criminal networks or county lines activity;
- persistent absence, suspension or exclusion from school;
- previous experience of maltreatment, trauma, neglect or other abuse;
- previous involvement in offending or anti-social behaviour;
- association with individuals involved in serious violence or criminal activity;
- social or environmental factors which may increase exposure to violence; and
- other contextual factors affecting the child, their family, peer group or community.

Lancaster Lane Primary and Pre-School recognises that children involved in serious violence may themselves be victims of abuse, neglect or exploitation. A child's involvement in offending or harmful behaviour will therefore not, in itself, prevent them from being considered a victim or from receiving appropriate safeguarding support.

The school will use a **contextual safeguarding approach**, recognising that risks may arise within the school environment, online, during journeys to and from school, within peer groups, or in the wider

community. Staff will consider the circumstances and context in which concerns arise when assessing risk and deciding what safeguarding action is required.

Where staff identify concerns that a pupil may be at risk of serious violence, they will report these concerns to the DSL without delay in accordance with the school's safeguarding procedures.

The DSL and deputy DSLs will:

- assess the safeguarding needs and level of risk;
- consider the wider context, including peer groups, exploitation, attendance, online activity and community factors;
- consider whether the child is experiencing or is at risk of other forms of abuse, neglect or exploitation;
- liaise with parents/carers where appropriate and safe to do so;
- consider whether early help or Family Help is appropriate;
- make referrals to Children's Social Care, the police or other relevant agencies where thresholds are met;
- work with relevant multi-agency partners to reduce risk and prevent further harm; and
- ensure that safeguarding plans and risk assessments are reviewed when circumstances change.

The school will work with relevant partners to identify and respond to patterns of serious violence and emerging local risks, sharing information appropriately in accordance with safeguarding and information-sharing requirements.

This approach reflects the school's safeguarding responsibilities under **Keeping Children Safe in Education (KCSIE) 2026** and **Working Together to Safeguard Children 2026**, and supports the school's role in relevant local arrangements under the **Serious Violence Duty**.

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

Lancaster Lane Primary and Pre-School recognises that online safety is an important part of safeguarding and will adhere to its Online Safety Policy at all times. The school recognises the evolving risks associated with digital technologies, including artificial intelligence (AI), generative AI, chatbots, image and video generation, deepfakes and other emerging technologies.

As part of a broad and balanced curriculum, pupils will be taught about online risks and how to stay safe online. This will include appropriate teaching about the safe, responsible and age-appropriate use of AI and other digital technologies.

Lancaster Lane Primary and Pre-School will promote digital literacy, critical thinking and resilience so that pupils can recognise and respond to risks such as:

- harmful or inappropriate content;
- misinformation and disinformation;
- manipulation and online grooming;
- cyberbullying and other harmful online behaviour;
- inappropriate or unsafe interactions with others;

- digitally altered or misleading content, including deepfakes;
- risks associated with sharing personal information, images or other data;
- inappropriate or unsafe use of AI-generated content; and
- other emerging online risks.

Staff will receive appropriate safeguarding training and professional development to help them recognise and respond to online safety concerns, including risks associated with AI and emerging technologies.

Any online behaviour, search, communication or AI interaction that raises a safeguarding concern will be taken seriously and reported to the DSL or deputy DSL in accordance with the school's safeguarding procedures.

Online safety concerns that occur outside school, including those involving social media, gaming, messaging services or AI, will be managed in accordance with the Online Safety Policy where they affect, or may affect, the safety or wellbeing of a child. Parents/carers will be involved where appropriate and safe to do so.

Lancaster Lane Primary and Pre-School will ensure that pupils are protected from inappropriate online content while also being supported to develop the skills needed to assess and manage online risks themselves.

AI Use and Safeguarding:

Lancaster Lane Primary and Pre-School recognises the growing presence of AI tools in education and everyday life. The school will take a proportionate and risk-based approach to the use of AI, ensuring that safeguarding, privacy, data protection and age-appropriate use are considered before pupils or staff use AI tools.

Where pupils use generative AI or other AI tools in school, this will be subject to appropriate safeguards, including suitable supervision and the use of tools that meet the school's safeguarding, filtering and monitoring requirements. Pupils will not be permitted to use AI tools in ways that breach age restrictions, school rules or safeguarding requirements.

The school will:

- teach pupils safe, responsible and age-appropriate use of AI;
- encourage pupils to question and critically evaluate AI-generated information and content;
- teach pupils about misinformation, bias, manipulation and the risks associated with sharing personal information;
- consider the safeguarding, privacy and data protection implications of AI tools before they are introduced or used;
- ensure that staff understand relevant safeguarding risks associated with AI;
- provide appropriate guidance and training for staff using AI in their work;
- engage with parents/carers about emerging AI risks and safe use where appropriate; and
- respond promptly to safeguarding concerns arising from the use or misuse of AI.

AI-related safeguarding concerns, whether they arise in school or outside school, will be reported to the DSL or deputy DSL and managed through the school's existing safeguarding, child protection and online safety procedures.

Where AI-generated material forms part of a safeguarding concern, the school will consider the nature and context of the material, the children involved, the potential harm and whether other safeguarding concerns are present. This may include concerns relating to bullying, harassment, sexual abuse, harmful sexual behaviour, image-based abuse, exploitation, coercion or manipulation.

The school's approach to AI will be reviewed as technology and associated risks develop and will be reflected, where appropriate, in the Online Safety Policy, safeguarding risk assessments and staff training.

Filtering and Monitoring:

Lancaster Lane Primary and Pre-School will ensure that appropriate filtering and monitoring systems are in place to protect children from illegal, inappropriate and potentially harmful online content. The school recognises that no filtering or monitoring system can provide complete protection and will therefore ensure that the effectiveness and limitations of its systems are understood and appropriately managed.

Filtering and monitoring systems will be capable, where appropriate, of identifying and responding to risks associated with dynamic and AI-generated content. The school will consider the particular needs and risk profile of its pupils, including age, SEND and other relevant circumstances, when reviewing its provision.

Roles and responsibilities for filtering and monitoring will be clearly identified. This will include appropriate oversight by the senior leadership team, DSL, IT support and the responsible governor.

Filtering and monitoring provision will be reviewed at least annually and whenever there is a significant change in the school's digital environment, technology or safeguarding risk profile.

The annual review will:

- assess whether filtering and monitoring systems are operating effectively;
- identify any gaps or weaknesses in provision;
- consider emerging online risks, including AI-generated content;
- consider the school's current safeguarding risk profile and the needs of its pupils;
- check that monitoring systems are operating effectively on relevant internet-connected devices and locations;
- consider whether users can be identified where necessary so that safeguarding concerns can be followed up;
- record the findings of the review;
- identify and record any actions required; and
- ensure that identified actions are followed up appropriately.

Monitoring may identify safeguarding concerns through alerts, reports, searches or other activity. Any such concern will be considered by appropriately trained staff and reported to the DSL or deputy DSL where necessary.

Lancaster Lane Primary and Pre-School will ensure that staff responsible for receiving or responding to monitoring alerts understand their safeguarding responsibilities and know how to escalate concerns.

Staff Responsibilities for AI and Online Safety:

All staff have a responsibility to promote safe and responsible use of digital technologies and to respond appropriately to online safeguarding concerns.

Staff will:

- follow the school's Online Safety Policy and relevant acceptable-use arrangements;
- only allow pupils to access AI tools where their use has been approved and appropriate safeguards are in place;
- provide appropriate supervision when pupils are using AI or other online tools;
- teach and reinforce safe, ethical and responsible digital behaviour;
- be alert to inappropriate, harmful or concerning content or interactions;
- report safeguarding concerns involving online activity or AI to the DSL or deputy DSL without delay;
- protect pupils' personal information and follow the school's data protection requirements;
- undertake relevant safeguarding and professional development training; and
- apply the same safeguarding expectations to AI and other digital technologies as to other areas of school life.

The DSL and deputy DSLs will consider AI-related concerns using the school's existing safeguarding, child protection, online safety and risk-management procedures and will involve other agencies where appropriate.

The school's approach reflects **Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026**, relevant Department for Education guidance on generative AI and filtering and monitoring, and applicable data protection and online safety legislation.

Personal Electronic Devices:

The use of personal electronic devices, including mobile phones, cameras, tablets and other recording devices, by staff, pupils and visitors will be managed in accordance with the school's relevant policies, including the Staff Code of Conduct Policy, Online Safety Policy and Mobile Phone for Pupils Policy.

Lancaster Lane Primary and Pre-School is committed to ensuring that electronic devices are used safely, appropriately and in a way that protects pupils' privacy, dignity and safeguarding.

Staff will report any safeguarding concerns relating to the use of personal electronic devices by pupils, staff or other individuals to the DSL or deputy DSL in accordance with the school's safeguarding procedures.

Where photographs or videos involve children who are looked-after, adopted, or subject to particular security or confidentiality concerns, the school will consider any additional risks before images are taken or shared. Where appropriate, the headteacher and DSL will liaise with the child's social worker, carer, adoptive parent or other relevant professional to ensure that appropriate arrangements are in place.

The school will ensure that:

- appropriate parental/carers consent is obtained where required for photographs and videos to be taken and used;
- photographs and videos are handled and stored appropriately;
- images are only used for agreed and appropriate purposes;
- staff follow the school's data protection and information-sharing requirements;
- additional safeguards are considered for children with particular confidentiality or security needs; and
- concerns relating to images, recording or the use of personal devices are reported and followed up appropriately.

Mobile Phones:

The school has a separate Mobile Phone for Pupils Policy which sets out arrangements for the use, storage and management of mobile phones and other personal electronic devices.

The school operates a mobile-phone-free environment by default, subject to clearly defined exceptions where appropriate. Staff, pupils and visitors are expected to follow the arrangements set out in the Mobile Phone Policy.

Upskirting:

Under the **Voyeurism (Offences) Act 2019**, it is an offence to operate equipment beneath or under another person's clothing for the purpose of observing, or recording an image of, their genitals or buttocks, in circumstances where the person would not ordinarily expect to be observed or recorded.

The offence can include the use of equipment that is operated or activated by another person, including equipment that is automatically activated, such as a motion-activated camera.

Upskirting is not tolerated by the school and will be treated as a safeguarding and behaviour concern.

Any allegation or concern relating to upskirting will be reported to the DSL or deputy DSL without delay. The school will consider the wishes and needs of the child affected, preserve relevant evidence where appropriate, follow the school's safeguarding and behaviour procedures, and consider referral to the police or other agencies where appropriate.

The school will also consider whether an incident forms part of wider child-on-child abuse, sexual harassment, sexual violence, image-based abuse or other harmful sexual behaviour and will respond accordingly.

25. Making or Sharing Nude and Semi-Nude Images:

Lancaster Lane Primary and Pre-School recognises that the making or sharing of nude and semi-nude images, videos or live streams by children and young people can present safeguarding risks. The school will respond to all incidents as safeguarding concerns, while ensuring that the response is proportionate and focused on the welfare and protection of the children involved.

The term “**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 the age of 18. This may take place through social media, gaming platforms, messaging or chat applications, forums or between devices using services such as AirDrop.

This may include:

- self-generated images or videos;
- consensual or non-consensual sharing;
- sharing without the knowledge or agreement of the person depicted;
- digitally altered or manipulated images;
- AI-generated images; and
- deepfakes or “deep nudes”.

Lancaster Lane Primary and Pre-School recognises that the motivations for creating or sharing nudes and semi-nudes are varied and are not always sexually or criminally motivated. However, incidents may involve pressure, coercion, exploitation, bullying, blackmail, sexual harassment or abuse and will therefore be assessed carefully.

The school will follow the current **UKCIS guidance, Sharing nudes and semi-nudes: advice for education settings working with children and young people**, alongside KCSIE 2026 and relevant local safeguarding procedures.

Legislation and Guidance:

The school's response will have regard to:

- **Protection of Children Act 1978**, as amended by the Sexual Offences Act 2003, under which making, possessing and distributing indecent images of children is an offence;
- **Keeping Children Safe in Education (KCSIE) 2026**;
- **Children Act 1989 and Children Act 2004**;
- **Working Together to Safeguard Children 2026**; and
- **UKCIS: Sharing nudes and semi-nudes: advice for education settings working with children and young people**, updated March 2024.

Lancaster Lane Primary and Pre-School recognises that the law relating to indecent images of children applies to images of anyone under 18, including self-generated images. However, the purpose of the law is to protect children from abuse and exploitation and children should not be unnecessarily criminalised. Safeguarding decisions will therefore be proportionate and focused on the welfare of the children involved.

Staff Responsibilities:

All staff will be aware that incidents involving the making or sharing of nudes and semi-nudes must be treated as safeguarding concerns and referred to the DSL or deputy DSL as soon as possible.

Staff will receive appropriate safeguarding training to help them understand:

- age-appropriate and inappropriate sexual behaviour;
- harmful sexual behaviour;
- the potential motivations and circumstances surrounding the creation or sharing of images;
- pressure, coercion, grooming, exploitation and blackmail;
- the risks associated with digitally manipulated and AI-generated images;
- how to respond appropriately to a disclosure; and
- when and how concerns should be escalated to the DSL, Children's Social Care, the police or other relevant agencies.

Staff will understand that creating, possessing or distributing indecent images of a child may constitute a criminal offence, including where the image was created by the child depicted. However, staff will also recognise the importance of avoiding unnecessary criminalisation and victim-blaming.

Where a member of staff becomes aware of an incident involving the sharing of nudes or semi-nudes, they will refer the matter to the DSL or deputy DSL without delay.

If a child discloses an incident involving nudes or semi-nudes, the staff member will:

- remain calm and listen without judgement;
- reassure the child that they have done the right thing by telling a trusted adult;

- avoid blaming, shaming or criticising the child;
- explain that the concern will need to be passed to the DSL so that appropriate support can be provided;
- not ask the child to show them the image;
- not view, copy, print, share, store, save or forward the image;
- if the image is shown accidentally, report this immediately to the DSL and seek appropriate support; and
- make a safeguarding referral to the DSL or deputy DSL.

Staff should not ask children involved to provide detailed accounts of the image or investigate the incident themselves. The DSL will undertake the appropriate safeguarding assessment.

DSL Response:

The DSL or deputy DSL will make an initial assessment of the incident and consider:

- whether there is an immediate risk to any child;
- who created the image and who is depicted;
- whether the image was shared voluntarily or following pressure, coercion or manipulation;
- whether an adult is involved or may be involved;
- whether the image has been shared without consent;
- whether there are concerns about sexual abuse, exploitation, grooming, blackmail, bullying, harassment or harmful sexual behaviour;
- whether the image has been shared more widely and through which platforms or services;
- the age, development, SEND and individual circumstances of the children involved;
- the wishes and feelings of the child or children involved;
- whether there are wider safeguarding concerns; and
- whether a referral to Children's Social Care, the police or another agency is required.

The DSL may use the current **UKCIS** guidance and relevant harmful sexual behaviour assessment tools to help assess the circumstances and determine a proportionate response. The response will take account of the motivations and behaviours involved rather than assuming that all incidents have the same level of risk.

Where appropriate, parents/carers will be involved and children will be provided with appropriate pastoral, safeguarding or specialist support.

Viewing Images:

Staff and parents/carers should **not intentionally view nudes or semi-nudes** unless the DSL determines that there is a clear and necessary safeguarding reason to do so.

In most cases, the DSL should make safeguarding decisions based on information provided by the children involved and other available evidence without viewing the image.

In exceptional circumstances, it may be necessary for the DSL or equivalent to view an image where this is the only way to make an informed safeguarding decision, for example where:

- it is necessary to establish whether other agencies need to be involved and the facts cannot otherwise be established;
- it is necessary to support the reporting or removal of an image; or
- the image has been directly shown to a member of staff or found on a school device or network.

Where it is necessary to view an image, the DSL will:

- discuss the decision with the headteacher or a member of the senior leadership team;
- ensure that viewing is undertaken only by the DSL or an appropriately authorised member of the safeguarding team;
- ensure that another member of staff is present, where appropriate;
- ensure, wherever possible, that viewing takes place on school premises;
- ensure, wherever possible, that the image is viewed by a staff member of the same sex as the child depicted;
- never copy, print, share, store or save the image;
- record the decision-making process, including why viewing was considered necessary, who was present and any subsequent action; and
- ensure that any staff member who has viewed distressing material receives appropriate support.

The current UKCIS guidance states that, in exceptional circumstances, the DSL may need to view an image, but this should be based on professional judgement and should be necessary to safeguard the child.

Devices and Evidence:

Staff should not ask a child to download, forward or otherwise share an image with them.

The school will follow the **Searching, Screening and Confiscation** guidance and its own policies when considering whether a device needs to be searched or confiscated.

Where there is a concern that an offence has been committed, that a child is at immediate risk, or that an adult is involved, the DSL will consider whether the police or Children's Social Care should be contacted.

Staff must not delete or ask a child to delete an image as part of their initial response. The DSL will determine the appropriate action in accordance with current safeguarding guidance and, where relevant, advice from the police or other agencies.

Support and Education:

The school will provide appropriate support to children affected by incidents involving nudes and semi-nudes, including children who are depicted in an image, children who have received an image, and children whose behaviour has contributed to the incident.

The school will consider whether an incident forms part of wider:

- child-on-child abuse;
- sexual harassment or sexual violence;
- harmful sexual behaviour;
- coercive or controlling behaviour;
- bullying or cyberbullying;
- sexual exploitation;
- grooming or abuse by an adult; or
- other safeguarding concerns.

The school will also provide age-appropriate education through Relationships Education, Computing and other relevant curriculum areas to help children understand healthy and respectful relationships, consent, online safety, privacy, pressure and the risks associated with creating or sharing inappropriate

images. Current **UKCIS** guidance recommends that education about online safety and harms is embedded across the curriculum and matched to children's age and readiness.

The school will ensure that children know how to report concerns and identify trusted adults who can provide help and support.

Further Guidance:

Staff will follow the current **UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people**, which provides detailed guidance on responding to incidents, risk assessment, viewing imagery, working with parents/carers and involving other agencies.

26. Context of Safeguarding Incidents and Pupils with SEND:

Safeguarding incidents can occur within or outside school and may be influenced by wider environmental, social, family, peer or contextual factors. Lancaster Lane Primary and Pre-School will consider the context in which concerns arise when assessing a child's behaviour, welfare and safeguarding needs.

All staff, particularly the DSL and deputy DSLs, will maintain professional curiosity and consider whether changes in behaviour, presentation, attendance, relationships or emotional wellbeing may indicate that a child is experiencing, or is at risk of, abuse, neglect or exploitation.

Where a referral is made to Children's Social Care (CSC) or another external agency, the school will provide relevant contextual information to support an informed assessment. This may include information about attendance, behaviour, peer relationships, online activity, family circumstances, previous concerns and any other factors relevant to the child's safeguarding needs.

Pupils with SEND and Disabilities:

Lancaster Lane Primary and Pre-School recognises that children with SEND or disabilities may be at increased risk of abuse, neglect or exploitation and may experience additional barriers to recognising, communicating or reporting concerns. Staff will therefore consider the individual circumstances and communication needs of each child when assessing safeguarding concerns.

Staff will be aware that:

- pupils with SEND or disabilities may be particularly vulnerable to abuse, neglect, exploitation, bullying and child-on-child abuse;
- some pupils may have difficulty understanding that what is happening to them is abuse or inappropriate behaviour;
- communication difficulties may make it harder for a child to disclose concerns or explain what has happened;
- some pupils may rely on adults for intimate care, personal support or other aspects of daily life, which may increase vulnerability and requires appropriate professional boundaries and safeguarding oversight;
- pupils may experience social isolation or difficulty forming and maintaining peer relationships, which may increase vulnerability to bullying, exploitation or abuse;

- behaviour, mood, emotional presentation or physical symptoms may be associated with a child's SEND or disability, but staff must not assume that these explain away possible indicators of abuse or neglect;
- changes from a child's usual presentation, behaviour or communication may be significant even where the change appears small;
- children who communicate non-verbally or use alternative or augmentative communication may require additional or different ways of expressing their wishes, feelings and concerns; and
- safeguarding concerns may be harder to identify where a child's presentation or communication needs are not well understood.

Lancaster Lane Primary and Pre-School will not make assumptions about a child's ability to understand, communicate or report abuse based solely on their SEND or disability. Staff will use appropriate communication methods and seek advice from the SENCO, DSL or other relevant professionals where necessary.

Safeguarding Procedures for Pupils with SEND:

When responding to a safeguarding concern involving a pupil with SEND or a disability, staff and the DSL will:

- consider the child's wishes and feelings and provide appropriate opportunities for the child to communicate these;
- use communication methods and reasonable adjustments appropriate to the child's individual needs;
- consider whether the child's SEND or disability may create additional vulnerability or barriers to disclosure;
- consider whether changes in behaviour, communication, attendance, presentation or emotional wellbeing may represent a change from the child's usual pattern;
- avoid assuming that behaviour or physical or emotional symptoms are solely attributable to SEND or disability;
- consider the possibility of abuse, neglect or exploitation even where there are alternative explanations for the child's presentation;
- consider the child's relationships with adults and peers, including any dependence on adults for personal or intimate care;
- consider whether the child is experiencing bullying, discrimination, isolation, child-on-child abuse or exploitation;
- seek information from professionals and others who know the child well, where appropriate and lawful;
- ensure that safeguarding records reflect relevant SEND and communication needs;
- consider whether specialist advice, early help/Family Help or statutory intervention is required; and
- make appropriate referrals where safeguarding thresholds are met.

The DSL will work closely with the **SENCO**, relevant safeguarding staff and other professionals involved with the child. Parents/carers will be involved where appropriate and safe to do so, while ensuring that safeguarding concerns are not delayed or compromised by attempts to obtain parental agreement where immediate action is required.

Lancaster Lane Primary and Pre-School will ensure that safeguarding arrangements for pupils with SEND are reflected in individual support plans, risk assessments and other relevant plans where appropriate. These arrangements will be reviewed when circumstances change or new safeguarding information becomes available.

The school recognises that effective safeguarding for pupils with SEND requires a child-centred and inclusive approach. Children will be supported to understand how to report concerns, identify trusted adults and communicate when something is making them feel unsafe.

All actions will comply with relevant statutory guidance and legislation, including:

- **Keeping Children Safe in Education (KCSIE) 2026;**
- **Working Together to Safeguard Children 2026;**
- **Children Act 1989 and Children Act 2004;**
- **Equality Act 2010; and**
- **SEND Code of Practice: 0 to 25 years.**

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 **Keeping Children Safe in Education 2026** 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, the school will assess the nature and circumstances of the placement and determine whether the pupil's activities may constitute regulated activity with children.

Where a pupil aged 16 or over undertakes work experience in a specified place such as a school and the placement gives them the opportunity for contact with children, the school will consider whether an Enhanced DBS check with Children's Barred List information should be requested in accordance with current DBS eligibility guidance.

DBS checks cannot be requested for pupils under the age of 16. All work experience placements will be appropriately risk assessed and managed in accordance with the school's safeguarding procedures.

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), the police or another relevant external agency, information will be shared promptly, lawfully and proportionately in accordance with safeguarding duties, data protection legislation and current information-sharing guidance.

Lancaster Lane Primary and Pre-School will share relevant information where this is necessary to safeguard and promote the welfare of a child. Staff should not allow concerns about confidentiality or data protection to prevent necessary safeguarding information from being shared.

Information will be shared with those who need it for the purpose of safeguarding or supporting the child, taking account of the child's circumstances and the potential impact of withholding information. Where appropriate, information sharing decisions will be recorded, including the rationale for decisions not to share information.

The school will follow the **Data Protection Act 2018, UK GDPR, Data (Use and Access) Act 2025**, the Department for Education's **Information Sharing to Safeguard Children and Young People** statutory guidance and relevant Lancashire safeguarding procedures.

From 30 September 2026, the school will also comply with the statutory information-sharing duty under **section 16LA of the Children Act 2004**, inserted by **section 4 of the Children's Wellbeing and Schools Act 2026**, and will have regard to the Department for Education's statutory guidance on information sharing when the duty applies.

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.

The school will seek appropriate feedback following referrals and will follow up where necessary if information required to safeguard the child has not been received.

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 Headteacher.

If the concern relates to the Headteacher, 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 (Including Supply Teachers, Trainee Teachers, Volunteers, and Contractors):

Lancaster Lane Primary and Pre-School has clear procedures for managing safeguarding concerns and allegations about adults who work in or on behalf of the school. These procedures apply to staff and other adults working with children in a paid or unpaid capacity and will be followed in accordance with **Keeping Children Safe in Education (KCSIE) 2026**, relevant Lancashire safeguarding procedures and the **Local Authority Designated Officer (LADO) arrangements**.

Lancaster Lane Primary and Pre-School's procedures apply to concerns or allegations involving:

- permanent and temporary staff;
- supply teachers and other agency staff;
- trainee teachers;
- volunteers;
- contractors and other self-employed individuals working on behalf of the school; and
- other adults who work with or have contact with children through their role at or on behalf of the school.

Lancaster Lane Primary and Pre-School will ensure that all concerns and allegations are taken seriously and responded to promptly, with the welfare of the child remaining the paramount consideration. **KCSIE**

2026 requires schools to have procedures for concerns or allegations about staff, including supply staff, trainee teachers, volunteers and contractors.

Concerns or Allegations That May Meet the Harm Threshold:

The school's harm-threshold procedures will be followed where an allegation indicates that an adult who works with children has:

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

These procedures apply whether the concern relates to the person's behaviour at school, elsewhere, or in their personal or private life where this may affect their suitability to work with children.

Lancashire's LADO service provides management and oversight of allegations against people who work with children and uses these same threshold criteria when determining whether a LADO referral is required.

Reporting Concerns or Allegations:

All staff, volunteers, contractors and other adults working on behalf of the school have a responsibility to report safeguarding concerns or allegations about another adult without delay.

Concerns should normally be reported to the **Headteacher**.

Where the concern or allegation relates to the Headteacher, it must be reported to the **Chair of Governors** or other person designated to receive such concerns in accordance with the school's procedures.

The Headteacher, or Chair of Governors where appropriate, will take advice and make a referral to the **Local Authority Designated Officer (LADO)** where the concern meets the relevant threshold. Where there is uncertainty about whether the threshold is met, the school may seek a consultation with the LADO in accordance with Lancashire procedures. Lancashire County Council advises that senior managers must contact the LADO when they receive an allegation or concern about a person who works with children that meets the relevant criteria.

Where a concern may involve immediate risk of harm, a criminal offence or other urgent safeguarding action, the school will contact the police and/or Children's Social Care as appropriate and will not delay protective action while awaiting advice from the LADO.

Lancaster Lane Primary and Pre-School will follow the relevant **Lancashire LADO procedures and threshold arrangements** when managing concerns and allegations.

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

Whistleblowing and Raising Safeguarding Concerns:

Lancaster Lane Primary and Pre-School promotes a culture in which all staff, volunteers and governors feel able to raise safeguarding concerns openly and without fear of reprisal.

Staff must report concerns about the conduct or suitability of any adult working with children, including concerns about senior leaders, colleagues, volunteers, contractors, supply staff or other professionals, in accordance with the procedures set out in this policy.

Where a concern cannot appropriately be raised with the Headteacher, or where the concern relates to the Headteacher, it must be raised with the Chair of Governors. Staff may also use the school's Whistleblowing Policy where appropriate.

The school will ensure that concerns are taken seriously, dealt with promptly and sensitively, and that staff who raise genuine safeguarding concerns are supported and protected from inappropriate detriment or victimisation.

The school's Whistleblowing Policy sets out the full procedure for raising concerns, including circumstances where normal reporting arrangements are not appropriate or where a concern has not been addressed satisfactorily.

Low-Level Concerns:

A **low-level concern** is any concern about an adult's behaviour towards a child that does not meet the harm threshold but may be inconsistent with the standards or expectations set out in the school's Staff Code of Conduct, Staff Handbook or Guidance for Safer Working Practice.

Examples may include:

- being over-friendly with pupils;
- showing favouritism towards a particular pupil;
- using personal devices to photograph or communicate with pupils contrary to school policy;
- having unnecessary one-to-one interactions with pupils in secluded areas;
- using inappropriate language or humour;
- failing to maintain appropriate professional boundaries; or
- behaviour that causes concern about an adult's professional conduct, even where it does not meet the harm threshold.

A low-level concern may relate to a single incident or behaviour, or may become significant because of a pattern of behaviour or repeated concerns.

Low-level concerns must be reported to the **Headteacher**. Concerns about the Headteacher must be reported to the **Chair of Governors**.

Lancaster Lane Primary and Pre-School will maintain an open and transparent culture in which staff are encouraged to raise concerns promptly and without fear of reprisal. Staff are also encouraged to self-refer where they recognise that their own behaviour may have fallen below expected professional standards.

The Headteacher will consider each concern carefully and determine the appropriate response. Where necessary, advice will be sought from the LADO.

Low-level concerns will be recorded and dealt with appropriately. Records will be kept securely and retained in accordance with the school's safeguarding record-keeping arrangements and current **KCSIE 2026** requirements.

Where a pattern of low-level concerns emerges, the school will consider whether the concerns indicate a potential wider safeguarding issue or whether the harm threshold may now be met.

Staff Responsibilities:

All staff and other adults working with children will:

- understand their responsibility to report safeguarding concerns or allegations about adults without delay;
- understand the distinction between concerns that may meet the harm threshold and low-level concerns;
- follow the school's Staff Code of Conduct, Staff Handbook and relevant safer-working guidance;
- maintain appropriate professional boundaries with children;
- recognise that concerns may arise from behaviour inside or outside school;
- understand the school's reporting and whistleblowing procedures; and
- cooperate appropriately with safeguarding processes and investigations.

No member of staff should attempt to investigate an allegation against another adult themselves. Concerns should be reported through the appropriate safeguarding route so that they can be assessed and managed by the appropriate person or agency.

Whistleblowing:

Lancaster Lane Primary and Pre-School will maintain arrangements that enable staff and other adults to raise concerns about safeguarding practice, conduct or the actions of other adults where they feel unable to do so through normal management arrangements.

Staff will be made aware of the school's **Whistleblowing Policy** and the external whistleblowing routes available to them. Where a member of staff believes that safeguarding concerns have not been appropriately addressed, they should escalate the matter through the school's procedures and, where appropriate, seek external advice.

Lancaster Lane Primary and Pre-School will ensure that no person is disadvantaged for raising a safeguarding concern in good faith.

Oversight and Governance

The governing body will ensure that appropriate procedures for managing concerns and allegations about adults are established, implemented and monitored.

The governing body will also ensure that:

- staff understand how concerns and allegations should be reported;
- low-level concerns are appropriately recorded and reviewed;
- patterns of concerns are identified and acted upon;
- safeguarding training includes staff awareness of concerns and allegations about adults;
- relevant safeguarding policies and procedures remain up to date; and
- appropriate records are maintained in accordance with statutory guidance.

Relevant Guidance:

The school will follow:

- **Keeping Children Safe in Education (KCSIE) 2026 – Part Four: Safeguarding concerns or allegations made about staff;**
- relevant **Lancashire Local Authority Designated Officer (LADO) procedures and threshold arrangements;**
- **Working Together to Safeguard Children 2026;**

- **Guidance for Safer Working Practice**; and
- the school's **Staff Code of Conduct and Whistleblowing Policy**.

The school's procedures will be reviewed and updated whenever statutory guidance or local safeguarding arrangements change.

33. Safer Recruitment:

Lancaster Lane Primary and Pre-School is committed to safeguarding and promoting the welfare of children by ensuring that all adults who work, volunteer or provide services in school are suitable to do so.

The school follows the principles and requirements of **Keeping Children Safe in Education (KCSIE) 2026**, relevant Department for Education and Disclosure and Barring Service (DBS) guidance, **Lancashire County Council Human Resources guidance**, and applicable legislation and safeguarding procedures.

The school will ensure that safeguarding is embedded throughout the recruitment and selection process, including:

- advertising and job descriptions;
- person specifications;
- application and shortlisting processes;
- interviews and selection;
- obtaining and scrutinising references;
- verification of identity and employment history; and
- completion of all appropriate pre-employment checks before an individual begins work.

Recruitment decisions will take account of an individual's suitability to work with children and their ability to contribute to the safeguarding and welfare of pupils.

Where concerns are identified during recruitment, advice will be sought from Lancashire County Council Human Resources, the Local Authority Designated Officer (LADO), Schools Safeguarding Officers, DBS or other relevant agencies as appropriate.

Regulated Activity and DBS Checks:

The school will determine the appropriate level of DBS check for each role in accordance with current **DBS eligibility guidance**, the legal definition of regulated activity with children and the requirements of **KCSIE 2026**.

An **Enhanced DBS check with Children's Barred List information** will be obtained where an individual is engaging in regulated activity with children and the role is eligible for such a check.

From **1 September 2026**, the previous supervision exception for regulated activity with children no longer applies. The school will therefore not assume that a role falls outside regulated activity simply because the individual is supervised by another member of staff.

Lancaster Lane Primary and Pre-School will assess each role against the current legal definition of regulated activity and will consider the nature, frequency and circumstances of the duties being undertaken. Depending on the role, regulated activity may include teaching, training, instructing, caring for or supervising children where the relevant legal conditions are met.

Lancaster Lane Primary and Pre-School will use current **DBS eligibility guidance and Department for Education guidance** when determining whether a role constitutes regulated activity and what level of DBS check is appropriate.

Lancaster Lane Primary and Pre-School will not request a level of DBS check for which an individual or role is not legally eligible.

Where there is uncertainty about the appropriate level of check, advice will be sought from Lancashire County Council Human Resources, DBS or other appropriate safeguarding professionals.

Pre-Employment Checks:

The governing board will ensure that appropriate pre-employment checks are undertaken for all prospective employees, including internal candidates, before they take up employment, in accordance with current statutory requirements.

Checks will include, as applicable:

- verification of identity;
- verification of the individual's right to work in the UK;
- appropriate DBS checks;
- Children's Barred List checks where the role is eligible and the individual will be engaging in regulated activity with children;
- prohibition checks, where applicable;
- checks of professional qualifications, where required;
- appropriate checks for individuals who have lived or worked outside the UK;
- references and verification of employment history; and
- any other checks required by current statutory guidance or relevant legislation.

The school will ensure that checks are appropriate to the role and will take account of any information disclosed during the recruitment process that may affect an individual's suitability to work with children.

Volunteers:

Lancaster Lane Primary and Pre-School will assess each volunteer role to determine the appropriate safeguarding and suitability checks.

Where a volunteer is engaging in regulated activity with children, the school will obtain an **Enhanced DBS check with Children's Barred List information** before the individual undertakes that regulated activity.

The removal of the supervision exception means that a volunteer may now fall within regulated activity even where their work with children is supervised. The school will therefore assess the actual duties and frequency of the role rather than relying on supervision alone.

Volunteers who assist only occasionally and whose activities do not meet the legal definition of regulated activity will be subject to the appropriate safeguarding arrangements determined by the school.

Parents or carers undertaking occasional activities, such as helping with a one-off school trip or event, will not automatically be regarded as engaging in regulated activity. The school will assess the circumstances of each role and determine whether any DBS or other checks are appropriate.

Where a volunteer is subject to an enhanced DBS check but is not engaging in regulated activity, the school will ensure that the appropriate checks and risk assessment arrangements are in place.

Governors:

Appropriate safeguarding and suitability checks will be undertaken for members of the governing body in accordance with current statutory requirements. All governors at our school are DBS checked.

Where governors undertake activities involving children, the school will determine whether additional school staff are required to be present based on the nature of the role and the relevant eligibility criteria.

Relevant checks will be recorded on the Single Central Record where required.

Agency, Supply and Third-Party Staff:

Where staff are supplied by an agency or another organisation, Lancaster Lane Primary and Pre-School will obtain appropriate confirmation from the supplying organisation that the required pre-employment and safeguarding checks have been completed.

This will include confirmation, as appropriate, that:

- the individual's identity has been verified;
- the appropriate DBS check has been completed;
- the individual is not barred from undertaking any regulated activity for which they are being supplied;
- any prohibition checks or professional qualification checks required for the role have been completed; and
- any other checks required by current statutory guidance have been undertaken.

Lancaster Lane Primary and Pre-School will verify the identity of agency, supply and third-party staff when they begin working at the school and will maintain appropriate records of the checks undertaken.

Where agency or third-party staff are undertaking regulated activity, the school will ensure that the relevant safeguarding requirements are met before they undertake that activity, subject to any lawful arrangements permitted by current guidance.

Where another agency or organisation uses school premises and is not operating under the school's safeguarding policies and procedures, an appropriate **transfer of control agreement** will be used to clarify safeguarding responsibilities.

Contractors and Self-Employed Individuals:

Lancaster Lane Primary and Pre-School will assess the role of contractors and self-employed individuals to determine what level of DBS check, if any, is appropriate.

Where contractors have regular contact with children or undertake regulated activity, the school will ensure that the appropriate checks are completed in accordance with current DBS eligibility guidance.

Where a contractor does not have regular contact with children and is not undertaking regulated activity, the school will determine whether another level of DBS check is appropriate.

Lancaster Lane Primary and Pre-School will verify the identity of contractors on arrival at the school and will ensure that appropriate safeguarding arrangements are in place while they are on the premises. A green coloured lanyard is worn by visitors and contractors who have a DBS and a red lanyard is worn by those without. Those wearing red lanyards will not be permitted to be in school on their own; they will be supervised by a member of staff at all times.

Where a self-employed individual requires a DBS check, the school will consider whether the school should obtain the check directly, as self-employed individuals may not be eligible to make certain DBS applications themselves.

Online Searches:

As part of its due diligence, the school may undertake an online search of shortlisted candidates.

Where an online search is undertaken, it will be used to identify publicly available information that may be relevant to an individual's suitability to work with children.

Any information identified will be considered fairly, consistently and in accordance with recruitment, safeguarding and data protection requirements. Candidates will be given an appropriate opportunity to respond to relevant concerns before a recruitment decision is made.

Trainee Teachers:

Where trainee teachers are employed or placed at the school, the school will ensure that appropriate safeguarding and pre-employment checks are completed in accordance with their status and the requirements applicable to the placement.

Where a trainee teacher is employed by the school, the school will undertake the required checks.

Where a trainee teacher is placed through an initial teacher training provider, the school will ensure that appropriate arrangements are in place with the provider to confirm that the required checks have been completed.

Early Years and Childcare Disqualification:

Adults who are involved in the management or provision of childcare in the school's Early Years provision, or in relevant childcare provision for children up to the age of eight, will be subject to the requirements of the **Childcare (Disqualification) Regulations 2009**, where applicable.

The school will follow current Department for Education, Ofsted and Lancashire County Council Human Resources guidance relating to disqualification under the **Childcare Act 2006**.

Where a declaration is required, the school will ensure that the relevant declaration is completed, recorded and stored securely.

Where an individual declares information that may result in disqualification, the school will seek advice from Human Resources and/or Ofsted as appropriate. Where a waiver or other action is required, the school will follow the relevant statutory procedures and put appropriate safeguarding arrangements in place while the matter is resolved.

Safer Recruitment Training:

Lancaster Lane Primary and Pre-School will ensure that there are sufficient staff and governors who have undertaken appropriate safer recruitment training to enable recruitment panels to include at least one person who has completed the required training.

Recruitment panels will normally consist of at least two people.

Lancaster Lane Primary and Pre-School will ensure that safer recruitment training remains current in accordance with Lancashire County Council requirements and relevant statutory guidance.

Referral to the Disclosure and Barring Service:

Lancaster Lane Primary and Pre-School will make a referral to the **Disclosure and Barring Service (DBS)** where the legal conditions for referral are met.

This includes circumstances where the school has removed an individual from regulated activity with children because the individual has engaged in relevant conduct or satisfies the harm test.

A referral may be required where an individual has been dismissed, redeployed, resigned, retired or otherwise removed from regulated activity because they have harmed a child or posed a risk of harm to a child.

The school will follow current DBS referral guidance and seek advice from Human Resources, the LADO, Schools Safeguarding Officers or DBS where required.

Single Central Record:

Lancaster Lane Primary and Pre-School maintains a **Single Central Record (SCR)** in accordance with statutory requirements.

The SCR records the relevant checks undertaken for staff, including agency and third-party supply staff where required, teacher trainees where applicable, and members of the governing body.

The SCR will contain the information required by current statutory guidance, including, where applicable:

- identity checks;
- Children's Barred List checks;
- DBS checks;
- prohibition from teaching checks;
- prohibition from management checks, where applicable;
- checks of professional qualifications, where required;
- right-to-work checks;
- appropriate additional checks for individuals who have lived or worked outside the UK; and
- any other checks required by current statutory guidance.

Where checks are undertaken for volunteers, governors, contractors or other individuals, the school will record the relevant information on the SCR where required.

Where a risk assessment has been undertaken to determine appropriate safeguarding arrangements for an individual, the risk assessment will be recorded and retained securely.

Lancaster Lane Primary and Pre-School will ensure that the SCR is kept up to date and that appropriate records are maintained to demonstrate that required checks have been completed.

Information will be retained and disposed of in accordance with the school's data protection, record retention and safeguarding requirements.

34. Review:

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

35. Key Contacts, Roles and Training:

Role	Contact	Training
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Designated Safeguarding Lead / Headteacher	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 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 school.safeguarding@lancashire.gov.uk
LCC MASH Education Officers Matt Chipchase & Jenny Ashton	Jennifer Ashton 01772 531643 jennifer.ashton@lancashire.gov.uk Matt Chipchase 01254 220989 matt.chipchase@lancashire.gov.uk
LADO – Local Authority Designated Officer Tim Booth, Donna Green & Shane Penn	01772 536694 LADO.admin@lancashire.gov.uk
MASH – Multi-Agency Safeguarding Hub	0300 123 6720 0300 123 6722 between 5.00pm - 8.00am