Sandylands Community Primary School

Safeguarding and Child Protection

Sandylands

where learning is for life

September 2025

Contents

Review Dates	Policy adopted by the Governing Body on:	Sept 2025
	Policy to be reviewed no later than:	Sept 2026 or in line with government updates

Introduction

The purpose of this safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Ensure that members of the governing board, the headteacher, staff and all stakeholders understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL. In addition, to ensure that staff are aware that ANYONE can make a referral and understand professional challenge.
- Teach pupils how to keep safe and recognise behaviour that is unacceptable.
- Identify and make provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Create a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Endeavour to provide a safe and welcoming environment where children are respected and valued; where the voice of the child is listened to and is paramount.
- Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Lancashire Safeguarding Children Partnership arrangements. Reporting & Support - Children's Safeguarding Assurance Partnership (safeguardingpartnership.org.uk)
- The school will have due regard to Lancashire Children's Safeguarding Assurance Partnership (CSAP) Procedures Manual.

    https://panlancashirescp.trixonline.co.uk/contents/contents

The purpose of this safeguarding policy is to ensure every pupil at Sandylands Primary School is safe and protected from harm. The Department for Education (DfE) 'Keeping Children Safe in Education' (September 2025), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

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

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

This policy applies to all pupils, staff, parents, governors, volunteers, placement students and visitors.

This policy has been developed to ensure the school fulfils the principles, requirements and any statutory duties established by the Children Act 1989; the Education Act 2002 (Section 175); the Children Act 2004; Working together to safeguard children 2023; Keeping Children Safe in Education 2025 and Prevent Duty Advice 2021. Other government publications and school policies have been used to develop this policy and a list can be found in appendix 1.

Ethos

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

- ALL staff, volunteers, governors and stakeholders contribute to an ethos where children feel secure and safe
- ALL children have opportunities to communicate and know that they are listened to
- ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe (appendix 2)
- ALL children know that they can communicate with any adult in school if they are worried or in difficulty
- ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe
- ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential
- ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, pupils and professionals

Roles and Responsibilities

Sandylands CP School is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:

Adults Within School will:

> Teachers, Teaching Assistants, School Staff, Supply Staff, Volunteers, Visitors

- Demonstrate an understanding that safeguarding is everyone's responsibility
- Contribute to, and maintain a **high safeguarding ethos** within the setting, with safeguarding pupils at the forefront of practice, at all times
- Consider, at all times, what is in the best interests of the pupil with a **child-centred approach**
- Ensure that all children have opportunities to communicate and know that they are listened to and understood
- Maintain and demonstrate a mind set of "it could happen here"
- Do all they can within the capacity of their role, to keep ensure that children are protected from harm
- Be aware that **a pupil may not feel ready** or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.

- Avoid victim-blaming attitudes and challenge it in a professional way if it occurs.
- Contribute to **providing a curriculum** which will equip all 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
- Be proactive to provide a **safe and secure environment** in which pupils can learn
- Be prepared to **identify** pupils or families who may benefit from **early help**
- Be 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.
- 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
- Identify and make provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm both inside and outside of the school and home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.
- Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care
- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Report any concerns or cases of suspected abuse to the DSL (appendix 3). This will be done as soon as possible verbally and recorded on CPOMS
- 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.
- Follow all policies to protect children and themselves e.g. signing in, wearing ID badge whilst on site etc.
- Monitor all pupils, particularly those that are deemed vulnerable
- Be prepared to identify pupils or families who may benefit from early help
- Never contact children or families on a personal device or social media. If a child or family does contact via this method, report to DSL for further advice
- Do not use social media to discuss school or issues. Staff should be mindful not to post anything that could bring the school or profession into disrepute (see also Acceptable Use policy)
- Report any concerns regarding an adult's conduct to the headteacher
- All staff, if they have concerns, should act on these immediately and should always speak to the DSL or member of the Safeguarding Team (appendix 3) immediately as early information sharing is vital in keeping children safe.
- Understand how to make a referral to CSC (appendix 10) and/or the police immediately, if at any point there is a risk of immediate serious harm to a child
- If DSL is not on site, contact via phone or video call (appendix 3)
- In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care (appendix 10) to discuss safeguarding concerns if the DSL is not immediately available.

- **All** staff should be aware that ANYONE can make a referral so to be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments (appendix 10)
- 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**
-

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**'
- Report, by law, any disclosures of FGM to the police.

The Governing Body will:

Safeguarding Governor: Maggie Dodd

- 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. This should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective. Their training should be regularly updated."
- Ensure that staff **read, understand and follow** part one and Annex B of KCSIE September 2025.
- Ensure a **named Governor takes leadership responsibility** (Maggie Dodd) for safeguarding arrangements and receives appropriate training in the management of safeguarding
- Attend **Prevent training** at least every two years
- Appoint an appropriate member of staff from the SLT to the **role of DSL** (Allison Hickson) and one or more deputy DSLs (Liz Wildon and Appendix 3) to provide support. 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 effectively.
- 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**, that safeguarding is embedded with the curriculum, 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, following safer recruitment protocol.
- 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** ([Appendix 3])
- Ensure that **all staff receive relevant safeguarding and child protection training** updates, including online safety and expectations and responsibilities relating to filtering and monitoring systems 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, including when the school premises are let out to a third party
- 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** (Geraldine Dixon) and ensure that this person has undergone appropriate training
- Ensure that the **appropriate level of recruitment checks** are completed on Governors
- Create a culture where **staff are confident to challenge** senior leaders over any safeguarding concerns or lack of action taken
- Understand that online safeguarding is an interrelated and running theme through safeguarding practice. Ensure that **children are safe online** by ensuring that **appropriate filters and monitoring systems are in place** and regularly review their effectiveness, understanding those children that are potentially at greater risk of harm, along with the proportionality of costs versus safeguarding risks.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation and prevent the risk of escalation in the future
- Ensure 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 (can add specific issues prevalent to your context. e.g., Nudes & Semi-nudes FGM)
- Partake and complete the **S175/175 audit tool** on a two yearly cycle (at least) as directed by the Local Authority
- Be aware of their obligations under the **Human Rights Act 1998**, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.
- Ensure there is an effective early help procedure and ensure all staff understand the procedure and their role in it.
- Ensure that all practice and procedures operate with the best interests of the child at the centre with a **firm child centred approach.**

- Ensure that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2023'.

The DSLs will:

> DSL: Allison Hickson
> Deputy DSLs: Liz Wildon, Penny Lupton, Geraldine Dixon, Jennifer McLaren, Angela Cokell, Gavin Goulds, Nicola Miller, Rachel Whitehead and Lee Roberts

- The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place, ensuring their effectiveness) whilst creating a culture of safeguarding throughout the setting, continually raising the profile of safeguarding
- Be fully familiar with Annex B of Keeping Children Safe in Education 2025
- Refer cases:
  - To CSC where abuse and neglect are suspected, and support staff who make referrals CSC
  - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
  - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a point of contact with the multi-agency partners
- Liaise with the senior mental health lead (Liz Wildon) and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Create a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children
- Work with relevant staff, **taking lead responsibility for promoting educational outcomes** for children, by understanding the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, knowing the safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - Ensuring that the school knows which pupils have or had a social worker
  - Understanding the academic progress and attainment of these pupils
  - Maintaining a culture of high aspirations for these pupils
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential
- Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local [Safeguarding Children Partnership arrangements](#).
- attend DSL training every 2 years ([appendix 3](#))
- undertake Prevent awareness training to be renewed every two years
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding throughout school and act as a point of support for all staff

- ensure that this policy is reviewed annually and is available publicly
- ensure that parents are aware of school's responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely on CPOMs or paper records locked away according to GDPR
- be available during school hours (either on site or via phone/video call where needed)
- arrange cover of DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings
- be provided with appropriate support and supervision in order to carry out the role safely and effectively
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any **additional information** that should be shared to support a child's journey
- have details and liaise with the Local Authority Personal Advisors for any Care Leavers.
- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings
- DSLs or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- Have due regard to Appendix C of Keeping Children Safe in Education 2025 – 'The Role of the Designated Safeguarding Lead'
- Have due regard to the PACE Code C 2023 in regards to the role of an appropriate adult
- DSLs consult a **second opinion** from either another DSL or Safeguarding Advice line where **clear rationale for the decision is documented**
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a **clear rationale for the decision is documented**
- The designated teacher (Geraldine Dixon) has a responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales as per guidance Promoting the Health and Well-being of Looked After Children

Induction, Recruitment and Training

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All Staff

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Please see the Induction Policy for more information.

Sandylands Primary School recognise the importance of ongoing staff training and development to keep staff aware of emerging issues and keeping the ethos of safeguarding high. Everybody has a role to play in safeguarding our children and we strive to ensure all staff are well informed and know what to do if they have any concerns. Staff members, governors and volunteers will undergo

safeguarding and child protection training at induction, which will be updated on a regular basis and/or whenever there is a change in legislation.

Penny Lupton, deputy head, is the lead on delivering inductions to new members of staff.
- Upon induction, all staff will be given a copy of:
  - Safeguarding and Child Protection Policy
  - Sandylands CP School Code of Conduct
  - Sandylands CP School Safeguarding Code of Conduct (appendix 12)
  - Keeping Children Safe in Education 2025
  - Online Safety and Acceptable Use Policy
  - Positive Behaviour Policy
- All staff must have Safeguarding training including Online Safety to be updated annually
- All staff must be trained in Prevent updated every two years
- Regular updates on safeguarding to be delivered by a DSL when needed
- All staff will sign to show they have understood and will adhere to:
  - Safeguarding and Child Protection Policy
  - Sandylands CP School Code of Conduct
  - Sandylands CP School Safeguarding Code of Conduct
  - Keeping Children Safe in Education 2025
- Know where to seek additional advice e.g. Safeguarding Team, DSLs, Inclusion Team, MASH and Children's Social Care (appendix 4)
- Follow all policies and procedures in place and have regular updates on what to do if you suspect a child is being abused or is not safe (appendix 5)
- 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 deemed necessary by the SLT/DSL that is relevant to the context of the setting
- Where staff feel there are any specific training requirements or gaps in knowledge this should be discussed with a DSL
- Detailed records will be held of staff safeguarding training

Designated Safeguarding Leads

- DSLs must complete DSL training every two years
- Update their training and knowledge throughout this time on safeguarding issues through means like: government updates, the Lancashire portal
- Engage with supervision to keep up to date with other professionals and improve own practice
- Complete additional training on issues such as Radicalisation, Online Safety etc.
- Complete Prevent training every 2 years
- Complete GDPR training completed annually
- Where necessary, complete Safer Recruitment training to be updated every 5 years
- Support staff on how to recognise abuse and report this using the correct procedures
- Hold and update a Single Central Record

Safer Recruitment

- Where necessary, complete Safer Recruitment training, to be updated every 5 years. This must include a DSL and a governor
- DBS and relevant checks are completed prior to starting (the original DBS certificate)
- An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
  - o Are responsible on a daily basis for teaching, training, instructing or the care or supervision of children.
  - o Regularly work in the school at times when children are on the premises.
  - o Regularly come into contact with children under 18 years of age.
    (Regular is defined as; at least 3 times in a 30 day period.)
- Complete annual self-declaration forms
- LCC Human Resources guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff
- there are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training
- We will inform shortlisted candidates that online searches may be done as part of due diligence checks
- Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file
- ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL (appendix 3, headteacher (Allison Hickson) or Chair of Governors (Kirstie Banks-Lyon) as appropriate)
- relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school
- Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken. Agencies will be requested to complete the checklist found at Appendix Q of the R&S Guidance.
- A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures
- individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006.
- this declaration will be renewed annually and evidenced using Self-Declaration Form. This form will be retained and stored securely (appendix 6)
- when an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver.
- If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved otherwise disqualification@ofsted.gov.uk
- advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officer if any staff are unclear about any aspects of Safer Recruitment

Single Central Record

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

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

If any checks have been conducted for volunteers or Governors, these may also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, (with/without a barred list check, depending on whether they are in regulated activity), the risk assessment will be recorded.

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

Visitors

Sandylands CP School is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school.
- All visitors must complete a short induction to the school including Safeguarding procedures
- All visitors must sign in and wear an identification badge with their photograph on to indicate they have done so.
- Any adults in school not wearing an identification badge must be challenged.
- When leaving the grounds, even if they are coming back, must sign out and sign back in on entry.
- If the visitor is from another agency (e.g. NHS or contractor) they must show their work ID and then sign in and wear a visitor's badge.
- If the visitor is from a teaching agency, they must show personal ID (e.g. passport or driver's license) and this must be verified against their certificate that is sent through from the teaching agency with relevant checks completed **prior** to entering the school. If this certificate has not been sent through from the teaching agency, personal ID and enhanced DBS certificate must be checked and identification numbers and dates from these noted down in the relevant file and stored securely.
- If the visitor does not have a DBS (e.g. some contractors) they must be supervised by a member of staff with an enhanced DBS throughout their entire time in the school building. They must not be left alone.
- On entry to school, visitors must be informed of fire evacuation procedures and a key member of staff they speak to if they have a concern about a child.

- Visitors to school must comply with the school's Code of Conduct and will not use personal electronic devices in the vicinity of children unless otherwise agreed by SLT/ headteacher.
- If there are several visitors to the school at the same time (e.g. assembly) there will be adequate staff supervision of both the children **and** any visitors. Where necessary a risk assessment will be undertaken.
- The role of any visitor in school should be clear and agreed with the headteacher or DSL prior to the visit.

Extra-Curricular Activities and Clubs

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

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

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

Where the governing board/body hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's guidance on keeping children safe in out-of-school settings in these circumstances. Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

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 or conduct written checks that the provider has conducted all relevant safeguarding checks on staff, have effective policies and ensure clear communication procedures in place in view of attendance. The checks will be regularly updated and stored centrally.

Where a club or provision is held with responsibility from the school, the safeguarding procedures outlined in this policy must be followed. Where an outside agency is hosting the club, either a member of school staff must be present, or a Transfer of Control document obtained (appendix 14).

Record Keeping

Sandylands CP School is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help. Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

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

- DSLs will maintain accurate safeguarding records in writing (on CPOMs)
- An agreed format is used for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse
- All staff to use agreed formats e.g. Inclusion Team referral (appendix 9) or recording safeguarding actions (appendix 5)
- If a staff member has a concern or a disclosure has been made they must immediately and confidentially report to a DSL, take advice, follow any actions and write up all recorded conversations and actions on CPOMS. (appendix 5)
- Concerns or disclosures should only be reported to a DSL
- Concerns should be factual and evidence based
- All pupils have an individual file on CPOMS
- When recording a concern, it should include:
  - A clear and comprehensive summary of the concern
  - Details of who (DSL) the concern was reported to
  - Details of how the concern was followed up and resolved
  - A note of any action taken, decisions reached and the outcome
- If further action is needed for internal support from the Inclusion Team, complete an Inclusion Team referral form (appendix 9). This includes internal support from EP, therapeutic support, Early Help or additional agencies.
- If further action is needed following this to Early Help, an Early Help Assessment needs to be completed by a key worker in the Inclusion Team or a professional from an external agency e.g. Health Visitor
- If further action or immediate action is needed from Children's Services, contact 0300 123 6720 (appendix 4)
- If the child is in imminent danger or a case of Female Genital Mutilation is suspected, contact the police.
- A pupil will have an individual safeguarding file on CPOMs when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need
- A copy of the child's CP Plan is included in the child's individual safeguarding file on CPOMs
- DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records on CPOMs

- DSLs will seek a second opinion from another DSL or Safeguarding Advice line for any decisions made and record on CPOMs
- DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working on CPOMs
- When individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised or stored in a secure manner
- All safeguarding records will be stored securely in a locked room/cabinet and secure double log in required for any DSL logging into CPOMs in the form of a key or passcode second login
- Only DSLs and other named staff will have access to safeguarding records
- A pupil's safeguarding file will be transferred, in its entirety separate to the child's attainment file, to the educational establishment where the child moves to, unless there is ongoing legal action
- Where a receiving school operates CPOMs, the safeguarding files will be transferred through this system
- If the receiving school does not, the safeguarding file will be hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file will be sent by recorded delivery separate to the child's attainment file
- A receipt will be obtained for postage and a Transfer of Records form ([appendix 13](#)) will be completed
- A copy of the safeguarding file will be kept in archive, safely and securely at Sandylands Community Primary School
- The responsibility for the safeguarding records will pass to the receiving school
- The child's social worker is informed on any movement of records
- The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely
- Advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping ([appendix 4](#))

Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk.

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).

Allegations Against Staff
Sandylands CP School understands that when an allegation is made against a member of staff and volunteers, set procedures must be followed.

If a staff member has concerns about another member of staff (including supply staff, volunteers and persons who use/hire the school premises), it will be raised with the headteacher (Allison Hickson). If the concern is with regards to the headteacher, it must be referred to the chair of governors (Kirstie Banks-Lyon).

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Allegations of abuse against staff and low-level concerns
There are clear policies in line with those from the CSAP (Children's Safeguarding Assurance Partnership) for dealing with allegations against people who work with children.
All allegations against staff, supply staff, volunteers, contractors and any person who may use or hire the school premises, will be managed in line with the school's Whistleblowing Policy. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns".

Allegations that meet the harms threshold include instances where staff have:
- Behaved in a way that has harmed a child or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

All staff at Sandylands Primary School are aware of these procedures and aware of the following expectations and protocol:-

- ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff and volunteers) conduct to the Headteacher (Allison Hickson)
- ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the Chair of Governors (Kirstie Banks-Lyon) and how to contact them
- The Headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO)
- CSAP procedures for dealing with allegations against staff will be followed [Allegations Against Staff or Volunteers]
- ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform **headteacher** if any adult's conduct gives cause for concern
- All staff recognise the importance of sharing and reporting low-level concerns (see below guidance on low-level concerns) surrounding staff or any adult in a position of trust to the **headteacher**.
- ALL staff are aware of the school's Whistle Blowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place
- Staff are fully aware of Guidance for Safer Working Practice 2022 and Staff Code of Conduct and are aware of professional expectations of their own behaviour and conduct.
- Further information, LADO referral information and flowchart of how allegations are managed: [Local Authority Designated Officer (LADO) - Lancashire County Council] includes the threshold matrix.
- Referrals will be made using the required format below when necessary.

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

Low Level Concerns

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

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

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

Examples of such behaviour could include, but are not limited to:
- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Sandylands Primary School will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers, contractors or those that have hired/let the premises) are dealt with promptly and appropriately.

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

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

All staff are clear on how to report low level concerns and will be empowered to do so. Staff must report their concerns to the Head teacher (Allison Hickson) If concerns are surrounding the Head teacher, this must be referred to the Chair of Governors (Kirstie Banks-Lyon). Guidance from Keeping Children Safe in Education 2025, will be followed in view of recording and storage of such concerns.

If in doubt whether the concern is a low-level concern, the Head teacher (Allison Hickson) will consult with LADO for guidance.

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

Supply Teachers

It may be the case that there is an allegation against an individual not employed by the school, (e.g. supply teacher). It is the school's responsibility to make sure that these allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. The school should take the lead on an investigation and the supply agency, and any other appropriate external agencies should be fully involved. If an investigation takes place, a supply teacher should be advised to take advice from their trade union representative or support from a colleague.

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

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.

Referral to the DBS

There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults, and/or
- satisfied the harm test in relation to children and/or vulnerable adults, and/or
- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

Recognising and Reporting Abuse
Sandylands CP School is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse.

The Department for Education (DfE) Keeping Children Safe in Education 2025, states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

Safeguarding has a high agenda throughout school and staff are regularly updated with training or documents from a member of the safeguarding team. Everyone should have the attitude that '**it could happen here'**. All staff and volunteers understand the important of teaching children how to keep themselves safe from all types of abuse. They will ensure, where relevant in their role, children are taught about safeguarding and how to keep themselves safe. This will be linked to PSHE and P4C curriculums.

Staff make positive relationships with children which enable them to feel safe and valued but must also make sure they do not promise to keep secrets for children. All staff should be aware of common signs and indicators of abuse (appendix 8). Where there is a safeguarding concern, DSLs should ensure that the child's wishes and feelings are taken into account and their view gained.

Early information sharing is **vital** in keeping children safe. If a staff member has a concern or a child discloses a concern, it should be reported immediately verbally to a DSL. Following this conversation any actions should be followed and all conversations, concerns and actions reported on CPOMS.
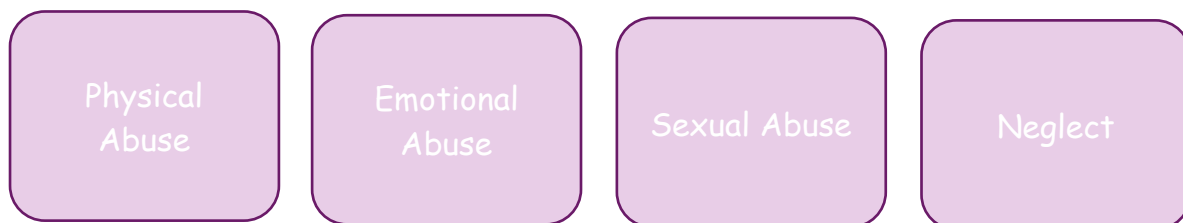
If a child is in immediate danger or a case of Female Genital Mutilation is suspected, the police must be called.

If a child is in need of protection, has been significantly harmed or is at risk of significant harm, a DSL will use Lancashire Continuum of Need and Thresholds Guidance (appendix 7) alongside Risk Sensible Framework to make a Section 47 referral to Children's Social Care. See appendix 10 for how to report a case to Children's Social Care. If this referral is needed, consent should be sought from the parents unless this delay will cause anyone to be at risk. This referral will initially be done via telephone and followed up with a CSC referral form (appendix 10). It is important that DSLs include as much information as possible, including where abuse may be taking place, to allow social care assessments to consider all the available evidence and enable a contextual approach to address harm.

DSLs will adhere to policy, procedures and guidance from Lancashire Children's Safeguarding Assurance Partnership (formally Lancashire Safeguarding Children's Board) with regard to sharing information. It is important to recognise where a report may be determined to be unsubstantiated, unfounded, false or malicious, the child may still be in need of help, may have been abused by someone else and this is a cry for help. In such circumstances the DSL should lead considerations and a referral to children's social care may be appropriate.

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.

Abuse can be defined under four categories:

| Physical Abuse | Emotional Abuse | Sexual Abuse | Neglect |

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

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

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

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.

Staff must be trained in and recognise where behaviour can be a child's way of communicating distress and changes in behaviour may be an indicator of abuse. See appendix 8 for more detailed signs and indicators for each of these areas. We will use Lancashire's Neglect Strategy to identify and assess children whose developmental needs are being insufficiently met at an early stage, placing them at risk of achieving poor educational, emotional and social outcomes.

In addition to these areas, there are other ways that children can be abused e.g. Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Abuse, Radicalisation etc. Please see 'Specific Safeguarding Issues' for more detailed information on each one. 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.

The relationships that staff have with children is key in being able to support children with their concerns, disclosures or development. It may be the case that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is therefore integral to our practice at Sandylands that staff have positive relationships with children and that children know who they feel is a trusted adult in which to communicate with.

If a child is found to be a victim of abuse, all staff will support these victims in a capacity that is relevant to their role as determined by a DSL. DSL's will determine what information staff need to know to safeguard and support children. Different staff may know more or less information than others dependent on their role. Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child.

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

As per Keeping Children Safe in Education 2025:
'All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.'

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. Establishing effective relationships and liaison with other agencies is key to supporting the pupil e.g. social services, child and adult mental health services and educational psychology services among others. Social services must be notified (appendix 4) where a child in need has 2 or more days of unexplained absence. Advice is sought from specialists and specific programmes of work and support are offered to children and families who are vulnerable. Through the school curriculum, the school's ethos for a positive and safe environment and policies such as the Behaviour Policy, victims of abuse will be supported. Where needed, risk assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.

By encouraging pupils' spiritual, moral, social and cultural development we promote fundamental British values and anti-oppressive practice. We provide positive role models, promoting diversity by acknowledging and respecting the individual needs of the child. Recognising that children come from multi-cultural backgrounds, we develop policies that ensure we embrace:
  - o Diversity in religion and faith
  - o Diversity of race
  - o Diversity of ethnicity
  - o Diversity of gender and sexual orientation
  - o The disability equality duty
(See also Promoting Fundamental British Values, PSHE and RE policies).

It is important to note that children must not be discriminated against, especially if they have a protected characteristic such as disability, sex, sexual orientation, gender reassignment and race. As per the Equality Act, 2010, we carefully consider how we support and promote the welfare of children particularly in regard to these protected characteristics. This would be on an individual basis, of what is needed to support the child and/or family. This would also include the promotion of positive relationships between those who share a protected characteristic, and those who do not. To ensure that we are promoting positive outcomes for all children, monitoring of all allegations and concerns for all forms of abuse and harassment is in place.

For more information, please see the Equality Policy.

Specific Safeguarding Issues

Sandylands CP School is committed to keeping our children safe from specific forms of abuse. As per Keeping Children Safe in Education 2025 some areas are identified but it is not an exhaustive list. More guidance and information is available in Keeping Children Safe in Education 2025.

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 following the correct procedure to a DSL.

Specific issues include (but are not limited to):

Radicalisation and Extremism

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

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

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

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

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

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

The DSL and the Prevent Lead will undertake the Lancashire Prevent partnership in depth training, available via the Lancashire Prevent partnership website. www.lancashirepreventpartnership.org.uk. All other staff should complete the online Home Office Prevent training as a minimum.

The DSL and the Prevent Lead are able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation and will ensure that all staff and governors have received appropriate and up-to date training that is refreshed at least every two years.

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

DSLs understand when it is appropriate to make a referral to the Channel Panel and are aware of how to do so. 'Notice. Check. Share.'

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

Sandylands Primary School will ensure that ALL Staff, Governors and volunteers are informed and have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty' and follow guidance from www.lancashirepreventpartnership.org.uk

Prevent Lead	Geraldine Dixon
Prevent Governor Lead	Kirstie Banks-Lyon

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:
- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence, this could be online or through technology.

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited and they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:
- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.

- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

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

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

Serious Violence and Child Criminal Exploitation:
including County Lines

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:
- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:
- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment or trauma.
- Having been involved in offending, such as theft or robbery.

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

Child criminal exploitation is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

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

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

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of **any gender** are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:
- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Appearing with unexplained gifts, money or new possessions.

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

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:
- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line, moving drugs, collecting money
- Being found in accommodation they have no connection
- Owing a 'debt bond' to their exploiters
- Having their bank account used to facilitate drug dealing.

Honour Based Abuse (HBA)
Including Female Genital Mutilation and Forced Marriage

'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community'. (ACPO Working Definition 2008)

ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Abuse (previously Honour Based Violence) which can include forced marriage, female genital mutilation and ritualistic abuse. Whatever the motivation is for HBV, it is abuse and should be treated as such. It is important to be alert for signs of distress and indicators such as:

- self-harm
- absence from school
- truancy
- infections resulting from female genital mutilation
- isolation from peers
- not participating in school activities
- unreasonable restrictions at home

Female Genital Mutilation (FGM)
FGM is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSC and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSC as appropriate.

NB: This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:
- The socio-economic position of the family and their level of integration into UK society
- The pupil coming from a community known to adopt FGM
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE
- Travel abroad or a long holiday with relatives to a country known to practise FGM.

FGM is included in the definition of **honour-based' abuse (HBA)** which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Underage or Forced Marriage
Forced marriage is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

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

Modern Slavery and Trafficking

Modern slavery encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.
All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery.

Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism. (From The Modern Slavery Act 2015, Section 52) The public authority bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking': School would liaise with a 'First responder Organisation' as details in part 4 of the guidance, to support and request a referral to the NRM.

Homelessness

The DSL and deputy DSL(s) are aware of the contact details and referral routes into the Local Housing Authority so that concerns and support over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to" or frequent moves.

Referrals to the Local Housing Authority do not replace referrals to CSC where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSC will be made as necessary where concerns are raised.

Child on Child Abuse
Including Sexual Violence, Sexual Harassment, Sharing of Nude or Semi-Nude Images and Upskirting

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

Sandylands Primary School has a **zero-tolerance approach to abuse**, including child-on-child abuse. Sandylands Primary School will refer to the specific guidance in Keeping Children Safe in Education 2025 Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse (proceduresonline.com)](https://proceduresonline.com)

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

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

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

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse e.g. hitting, kicking, shaking, biting, hair-pulling

- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

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

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

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

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

The school's procedures for managing allegations of child-on-child abuse are outlined in the School Behaviour Policy and Anti-Bullying Policy

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

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:
- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)

- Risk assessments (if required) will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2025, Part 5.

Where relevant, risk assessments will be written, informed by the voice of the children involved, consulted on with parents and shared on a need to know basis with relevant staff. and kept under review as a minimum, termly.

Sexual Violence and Sexual Harassment between Children

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.

A child under the age of 13 can never consent to ANY sexual activity. The age of consent is 16.

Harmful sexual behaviour will be identified and managed using the **Brook Traffic Light Tool** and with support and guidance from LCC Schools Safeguarding Officer.

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

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.

- Sexualised online bullying.
- Unwanted sexual comments and messages, including on social media.
- Sexual exploitation, coercion, and threats.

Sharing of Nude or Semi-Nude Images (Previously Sexting)
Consensual and non-consensual sharing of nude and semi-nude images and/or videos, colloquially known as **"sexting" and "youth produced imagery"**, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. This definition does not cover children under the age of 18 sharing adult pornography or exchanging messages that do not contain sexual images.

Indecent imagery is defined as an image which meets one or more of the following criteria:
- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals.

"Deep fakes" and "deep nudes" refer to digitally manipulated and AI-generated nudes and semi-nudes.

UKCIS – Sharing nudes and semi-nudes: advice for education settings (UKCIS, 2024)
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.
It can happen on any electronic device that allows sharing of media and messages.
- In the UK, it is an offence to make, distribute, possess or show any indecent images of anyone under the age of 18, even if the content was created with the consent of the young person (Protection of Children Act, 1978).
- Any cases of sharing nude or semi-nude images will be managed on a case by case basis using the Government Sharing of Nudes or Semi-Nude Images Guidance.
- As per the UKCIS advice highlighted in Keeping Children Safe in Education 2025, *Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.*
- This definition does not include sharing of sexual photos and/or videos of under 18 year olds with or by adults and if this is the case, must be referred to the police as a form of child sexual abuse.
- School staff must be aware they should **never** view, download, or share the imagery or ask a child to do this as this is **illegal.**

Where a member of staff becomes aware of an incidence of sharing nudes/semi-nudes that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:
- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.

- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

If guidance is that SLT/DSL **must** view the images, this should be discussed and done so in a private space, with a DSL preferably the same sex as the individual depicted and the reasoning behind this must be logged in the incident report

- The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:
  - o **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
  - o **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.
- Where the incident is categorised as 'aggravated', the situation will be managed in line with the school's Child Protection and Behaviour Policy. Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to CSC. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

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

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

- o If a staff member has seen an image by accident (e.g. the child showed it to the adult before they could ask them not to), this must be reported to a DSL
- o Staff must not delete any images or ask the child not to
- o DSL will take any further action required following guidance and staff will not ask the young person who is involved or any further details
- o Any reports of sharing nude or semi-nude images must be kept confidential
- o Staff must be mindful not to blame or shame any young people involved

Sextortion

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

Upskirting

Upskirting refers to the act 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.

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

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

Consent

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.

Serious Violence

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

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

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

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

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

Child on child abuse, including sexual violence, sexual harassment, sharing of nude or semi-nude images and upskirting will be taken as seriously as any other form of abuse. All staff understand that abuse is abuse and should not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

All staff are aware that pupils with SEND are more prone to peer group isolation and extra pastoral support is in place to support and address this. If an adult or staff member suspects child on child abuse, report to a DSL, follow any advice or actions, record all conversations and actions on CPOMS.

All members of staff must be mindful and sensitive to any victims of abuse as it is likely that the **victim and the perpetrator** are likely to have unmet needs and require support and assessment to determine these. All staff must follow procedures so the matter may be investigated with pupils and parents. In cases of suspected or actual child on child abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. Seek advice from LCC Schools Safeguarding Officer. Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met.

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

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:
- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).
- Risk assessments will be recorded and kept under review as a minimum termly. An example of a risk assessment can be found on the Lancashire Portal.

The Lucy Faithfull Foundation has developed a HSB toolkit, which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse.

The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

Domestic Abuse

In line with the Domestic Abuse Act 2021, **domestic abuse** is defined as abusive behaviour of a person towards another person where both are aged 16 or over and are personally connected. **Abusive behaviour** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.
The school will recognise the serious, long lasting emotional impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

Sandylands Primary School has a commitment to Operation Encompass, the information sharing agreement between police and school settings following police involvement in an incident of domestic abuse, or other potential crimes, and informing all stakeholders of the initiative.

The lead person for Operation Encompass is Penny Lupton. www.operationencompass.org

Attendance
including Children Absent from Education, Children in the Court System and Family Members in Prison

Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these pupils are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation.

Staff will monitor pupils that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the School Attendance Policy.

Where attendance fails to improve despite early intervention, the school will escalate concerns to the Local Authority Attendance Team and further local escalations procedures, referring to the guidance of LCC working well with Families Threshold guidance. The school will inform the LA of any pupil who

fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more, in accordance with LA protocol. Where reasonably possible schools and colleges will hold more than one emergency contact number for their pupils and students.

Children Absent from Education (formerly missing from education)
Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these pupils are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor pupils that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the School Attendance Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more, in accordance with LA protocol.

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

Sandylands Primary School will follow local guidance when children go missing from home
https://panlancashirescp.trixonline.co.uk/chapter/children-missing-from-care-home-and-education

Children in the Court System
Children can sometimes be required to give evidence in criminal courts for crimes committed against them or crimes they have witnessed. Staff should be mindful of the impact this can have on a child and appropriate support should be put in place.

Children with Family Members in Prison or Custody
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.

Children attending an approved educational activity
An approved educational activity is where a pupil is attending another school at which they are registered or taking part in off-site activity such as field trips, educational visits, work experience or unregistered alternative provision.
Pupils can only be recorded as attending an off-site activity if it is approved by the school, of an educational nature and supervised by someone authorised by the school. Ultimately, school are responsible for the safeguarding and welfare of pupils taking part in an off-site educational activity so it would be reasonable to expect that the school would only authorise someone who was answerable to the school to supervise an activity. Such activities include:
- Attending a place other than the school
- Participating in a supervised sporting activity
- Educational visit or trip
- Work experience.

All relevant school policies continue to apply throughout any approved educational activity. Any activity which is approved will be risk assessed (where relevant) and school will ensure that attendance at any activity is monitored and robust communication is agreed with the provider/accompanying adults.

Remote education is not considered an approved educational activity. As set out in the DfE's guidance on 'Providing remote education', pupils who are absent from school and receiving remote education will be recorded as absent using the most appropriate absence code. School will monitor and record a pupil's engagement with remote education, but this is not formally tracked in the attendance register.

Online Safety
including Cyberbullying, Elective Home Education, Artificial Intelligence and Filtering and Monitoring

Sandylands Primary School will adhere to the Online Safety Policy at all times and is committed to keeping children safe online. The school recognises that addressing online safety issues should form an integral part of the school's safeguarding arrangements.

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

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

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

1. content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
2. contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
3. conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
4. commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

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

The school will ensure that suitable filtering and monitoring systems are in place on ALL school owned ICT equipment (including school-owned mobile devices) to mitigate opportunities for children to access inappropriate material. These arrangements will be regularly monitored and reviewed for effectiveness with any inappropriate behaviours or searches being followed up appropriately.

When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the Online Safety Policy and Positive Behaviour Policy.

Staff will be aware that ongoing in-person monitoring is required in addition to the software in place as it is vital staff don't rely solely on IT systems as this may leave some children vulnerable. Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

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

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

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

School will therefore ensure that:
   • informed parental consent is obtained to take and use photographs and/or videos of children, for use in school, to market the school or to share on social media / internet
   • staff, visitors, volunteers and students do not use their own mobile phones or devices to take or record any images of children.

Filtering and Monitoring
As part of our safeguarding duty, it is our responsibility to ensure there are appropriate measures in place to limit children's exposure to risks such as potentially harmful or inappropriate online content through the IT system. Whilst we cannot ensure 100% effectiveness of this, we have a number of measures to ensure that it is limited as best we can to ensure safeguarding.

Our filtering and monitoring system does not:
- unreasonably impact teaching and learning or school administration
- restrict students from learning how to assess and manage risk themselves

To ensure that filtering and monitoring is in place and reviewed regularly, Headteacher [Allison Hickson], Computing subject leader [Sam Morris], deputy DSL [Liz Wildon] and school technician [Patryk Dabrowski] will work together to ensure that the appropriate policy is followed as outlined here. This will then be overseen by safeguarding governor. This information will also be given to staff through annual safeguarding training updates, or more frequently should the need arise.

Filtering is the availability or extent to which, content is contextually filtered. This can also include where remote devices are able to receive school based filtering. At Sandylands, we use Smoothwall to

ensure filtering. The virus protection is updated daily and overseen by technician Patryk Dabrowski. Where there is the discussion for blocking or unblocking content, this will be discussed with the team as detailed above. It is sometimes important to take into account the context of content, e.g. historical events, which may be usually blocked but relevant to a unit of learning for a teacher to access.

Within this review, it will include:
- school owned devices and services, including those used off site
- geographical areas across the site
- user groups, for example, teachers, pupils and guests

When recording the checks, it will be logged:
- when the checks took place
- who did the check
- what they tested or checked
- resulting actions

Prior to children joining school, an internet usage will be included and required to be signed following discussion with the child by the parent/carer. Where children are using devices, they will need to login to access the internet. EYFS, Year 1 and Year 2 will use a class log in. Year 3, 4, 5 and 6 will use individual logins. Through the teaching of online safety within both Computing and PSHE curriculums, children will be taught the importance of not sharing passwords and effective password creation.

Monitoring is the capability or extent to which remote devices are monitored by technology monitoring services and then analysed. This can include the expansion on the presentation of internet logfile information or the physical location of monitoring data.

There are three types of monitoring:
1. Physical monitoring
   - It is set out that all children are supervised when using devices that have the capability to connect to the internet. It is the expectation that such devices are only used for educational based activity as directed by the teacher as part of the curriculum.
2. Internet and Web Access
   - As detailed above in filtering, there are daily updated to services, review of blocked sites and a team in place to analyses and review the access to the internet. It must also review content in multi-lingual sites.
3. Active Monitoring
   - At Sandylands, we use Smoothwall Monitor Managed service which sends automatic alerts to identified DSLs. This will give information as to the event type, the username, date, time and message/concern. This is then followed up as per the Safeguarding policy where actions and intervention can be taken, and further teaching points can arise.

Where there are concerns that are regarding children's access to the internet, the safeguarding policy is to be followed. Report immediately to a DSL, follow actions as directed, record concerns on CPOMS.

Education at Home (still enrolled at school)
In some instances, children may need to learn from home. It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such

concerns should be dealt with as per the Safeguarding and Child Protection policy. If required following reporting to a DSL, referrals should still be made to children's social care and as required, the police.

Adults in school **under no circumstances** should contact via phone, email or social media children or families on a personal account or device. If families need to be contacted, use a school phone or ask a member of SLT or DSL for advice on contacting via email or other means. If a member of staff is contacted by a child or child's family member via a personal account of device, this should be reported to a DSL and further advice taken. School designated 'homework' emails should be used by teachers for correspondence with parents, that are then monitored by SLT. Work should be set via the Remote Learning Policy using agreed systems e.g. Seesaw.

Any use of online learning tools and systems need to be taken into account alongside GDPR and data protection requirements. Any live teaching that takes place, must have two adults present, the host and a member of SLT. <u>**Under no circumstances**</u> must 1:1 live teaching or meetings take place. All staff should follow guidance from SLT on home learning and follow a consistent approach.

If completing a live meeting or teaching the following must be adhered to:
- No 1:1s, groups only
- A member of SLT should be present so there are two members of staff during the whole meeting/teaching
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Cameras of participants should be off to an external audience
- Only first names to be used
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

We recognise that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and families. Teachers need to be aware of this in setting expectations of pupils' work where they are at home.

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

In line with the School Attendance (Pupil Registration) (England) Regulations 2024, Sandylands Primary School will ensure it informs their LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from a school within the trust for EHE, the school and other key professionals, will coordinate a meeting with the parent, where

possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

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

Artificial Intelligence

Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines, especially computer systems. These processes include learning, reasoning, and self-correction.

At Sandylands, we recognise the positive impact that using AI can have. These can include:
- Personalised responses
- Reduction in workload
- Efficient responses
- Processing large amounts of data
- Support in developing ideas

There is a lot of potential with AI, and as it is already being used in many aspects of modern life, it is important that we equip children to be safe citizens of a digital age. However, alongside this, we also recognise the concerns that come with AI including:
- Harmful or inappropriate content
- Lack of safeguarding and regulation
- Difficult to filter and monitor
- Concerns for copyright and infringement
- Perpetuating bias or inaccurate content
- Unethical uses
- Breaches of data protection and GDPR

The teaching of AI will be included in our curriculum. Staff will also be trained on the use of AI, and will never using AI with personal or school-based data that is recognisable content including personal information, photos, text, names etc. Sandylands will also risk assess platforms being used and take guidance on safe use of these platforms.

Mental Health
Including Adverse Childhood Experiences and Trauma

All staff are aware that mental health problems can be an indication that a child has suffered or is at risk of suffering abuse, neglect or exploitation. However, even though staff working with children are integral in monitoring children and ensuring their safety, only an appropriately trained professional should attempt to make a diagnosis. If staff are concerned about a child's mental health, at Sandylands we have an Inclusion Team with family workers who can signpost to support internally (e.g. Prevention and Early Intervention Service, Educational Psychologist etc.) or externally within the community.

Where children have suffered abuse including neglect or other traumatic adverse childhood experiences, this can have a long lasting impact throughout childhood. Staff who are working with the

child are informed on a need to know basis, following the Safeguarding and Child Protection policy. If staff have a concern about a child, as per the policy, the staff member should report this to a DSL or member of the Safeguarding team immediately and record on CPOMS.

There is a range of advice available from family workers, DSLs or with safeguarding partnerships e.g. health. Best practice is outlined in Mental Health and Behaviour in Schools.

Adverse Childhood Experiences and trauma
We acknowledge that children who have experienced adverse childhood experiences and trauma may be at increased risk of developing health and social difficulties.
All staff will be made aware of the long lasting impact of experiencing adversity and the lasting effect trauma can have on a child's development.
Where a pupil is known to have experienced trauma, appropriate arrangements will be made to provide support based on the needs of the pupil and in line with all relevant guidance and policies. This may include close multi-agency working with external services.

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff within the trust and its schools will be aware of the following:

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

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

Children who are looked after (CLA or Post-LAC)
Including Private Fostering

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

The school will ensure that the appropriate staff have the information they need, such as:
- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The designated teacher (Geraldine Dixon) has a responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales as per guidance Promoting the Health and Well-being of Looked After Children.

Further support can also be sought from the Virtual School. The designated teacher will work with the Virtual School Head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

The virtual school head also has responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker responsibility to promote the educational achievement of all children in kinship care.

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

When a school becomes aware that a pupil is being privately fostered, they must inform Children's Social Care (CSC) promptly so that the local authority can carry out the necessary checks and ensure the child's welfare.
https://lancashiresafeguardingpartnership.org.uk/p/toolkits/private-fostering

LGBTQ+

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

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

EYFS

It is important that consideration is taken for some of the specific safeguarding needed for EYFS, or children who may be developmentally at this level.

Sandylands school is registered to take children from the age of 2 years. We have three areas including:
- Seahorses – 2-3 year olds
- Starfish School Nursery – 2-4 year olds
- Reception classes

We follow the Early Years Statutory Framework guidance. All school policies and risk assessments include provision for children in the EYFS including the updates to the EYFS Framework September 2025.
Including but not limited to:
- Safer recruitment
- Whistleblowing
- Designated Senior Leader for Safeguarding
- Toileting and Intimate Hygiene
- Safer Eating policy has been implemented September 2025 to include all updated regulations and guidance.

For more information on any EYFS policies or information, please see specific EYFS policies.

Support Available

Multi-Agency Working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. Further details on
https://lancashiresafeguardingpartnership.org.uk/safeguarding-children

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

The school will work with Children & Family 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 LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

Sandylands Primary School also recognises the particular importance of inter-agency working in identifying and preventing CSE and CCE.

Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help. Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

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

Early Help

Sandylands CP School is committed to providing our families with the right help at the right time.

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

- Are disabled, have certain health conditions, or have specific additional needs
- Have SEND, regardless of whether they have a statutory EHC plan
- Have mental health needs
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

- Are frequently missing or going missing from care or from home
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation
- Are at risk of being radicalised
- Is misusing drugs or alcohol
- Have family members in custody, or are affected by parental offending
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse
- Have returned home to their family from care
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are displaying harmful sexual behaviours which may pose a risk to other children and themselves
- Are persistently absent from education, including persistent absences for part of the school day, or not in receipt of full-time education.
- Show any other early signs of abuse, neglect any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU.
- Have experienced bereavement.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.

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

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

We therefore ensure that:
- All staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help and can follow school procedures to share this with the DSL
- DSLs or Inclusion Team – will undertake a Family Early Help Assessment, when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on TAF meetings where is it appropriate for them to do so
- DSLs will follow the local safeguarding processes and refer to **Working Well with Children and Families in Lancashire** guidance using the Continuum of Need.

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

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

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

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

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

If the school are dissatisfied, local escalation procedures will be followed. Conflict Resolution Policy

Appendix 1

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

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Education Act 2002
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022
- <u>Victims and Prisoners Act 2024</u>

Statutory guidance

- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'
- DfE (2025) 'Keeping children safe in education'
- DfE (2023) 'Working Together to Safeguard Children'
- Home Office (2022) 'Domestic Abuse guidance'
- DfE (2023) 'The Prevent Duty Guidance'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2023) 'Academy Trust Handbook 2023'
- DfE (2024) 'Working together to improve school attendance'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Academy Trust governance'

- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Recruit teachers from overseas'
- DfE (2024) 'Behaviour in schools'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Meeting digital and technology standards in schools and colleges'

- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency guidance'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

Linked School Policies
- Online Safety Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Care and Control Policy
- Acceptable Use Policy
- Attendance Policy
- PSHE Policy
- RSE Policy
- RE Policy
- SEND policy
- Code of Conduct
- Whistleblowing Policy
- Health and Safety Policy

Wishes and Feelings

Name of child:

Date:

Completed by:

The questions are examples of asking the same thing in a different way, it is not required to answer all questions in each box.

What do you feel is working well (at school)? What do you enjoy? What are your favourite things to do? What are you proud of? What are your achievements?
What do you find difficult (at school)? What don't you like about school? Is there anything you find hard?
What help would you like in school? What can we do to support you?
Is there anything that worries you in school? Is there anything bothering you?
What are the child's hobbies and interests?
Who are the child's friends?
Any additional information or things of note

Child Success Plan – CSP

At Sandylands we believe that all children can be successful. This plan will detail some additional support that can be put in place to overcome barriers to learning and allow the child to be successful and achieve their potential.

Name of child		Class:	Date:
Key Worker			
Family Link Worker			

Opportunities that Sandylands will provide:

For more guidance on what could be included here, see Appendix 1

Academic	Engagement	External Support
What could we do to help [the child] with learning?	*What could we do to help [the child] with engaging with school?*	*What could we do to help [the child] with things outside of school?*

Additional Funding Needed		
What for:	Total:	

Teacher View	*Parental View*	*Child View*
Sign:	*Sign:*	*Sign:*

Review	
After _____ weeks	
Impact	
Further Support Needed	

Examples of Opportunities

Please note that this is a list of examples. Each child is different and it needs to be aimed at what interests and develops the child's ability.

Academic	Engagement	External Support
*Listening to the child read daily *Providing additional learning opportunities e.g. tutoring *Providing home learning packs e.g. pencil cases *Providing technology to support parental or child home learning e.g. laptop loan *Supporting the needs of a TLP *Support with possessions e.g. library books to develop reading *Targeted intervention/TA support	*Targeted for after school clubs *Targeted for cross curricular opportunities e.g. sports team, music lessons *Targeted for support linked to their interests e.g. support developing a hobby *Inclusion Team support e.g. friendship groups, emotional regulation *Support with school events e.g. Afternoon Tea, Craft boxes, specialist meals	*Financial support for hobbies/ school trips *Financial signposting e.g. Foodbank, Christmas *Mental health support e.g. EP *Community support e.g. Stanleys *Signposting for specific support e.g. pathway, local events *Providing uniform, PE kit, Sports kit *Support with FSM application *Providing housing support e.g. bedding, toys

Appendix 3
DSL Contacts

Key Personnel and Training Details

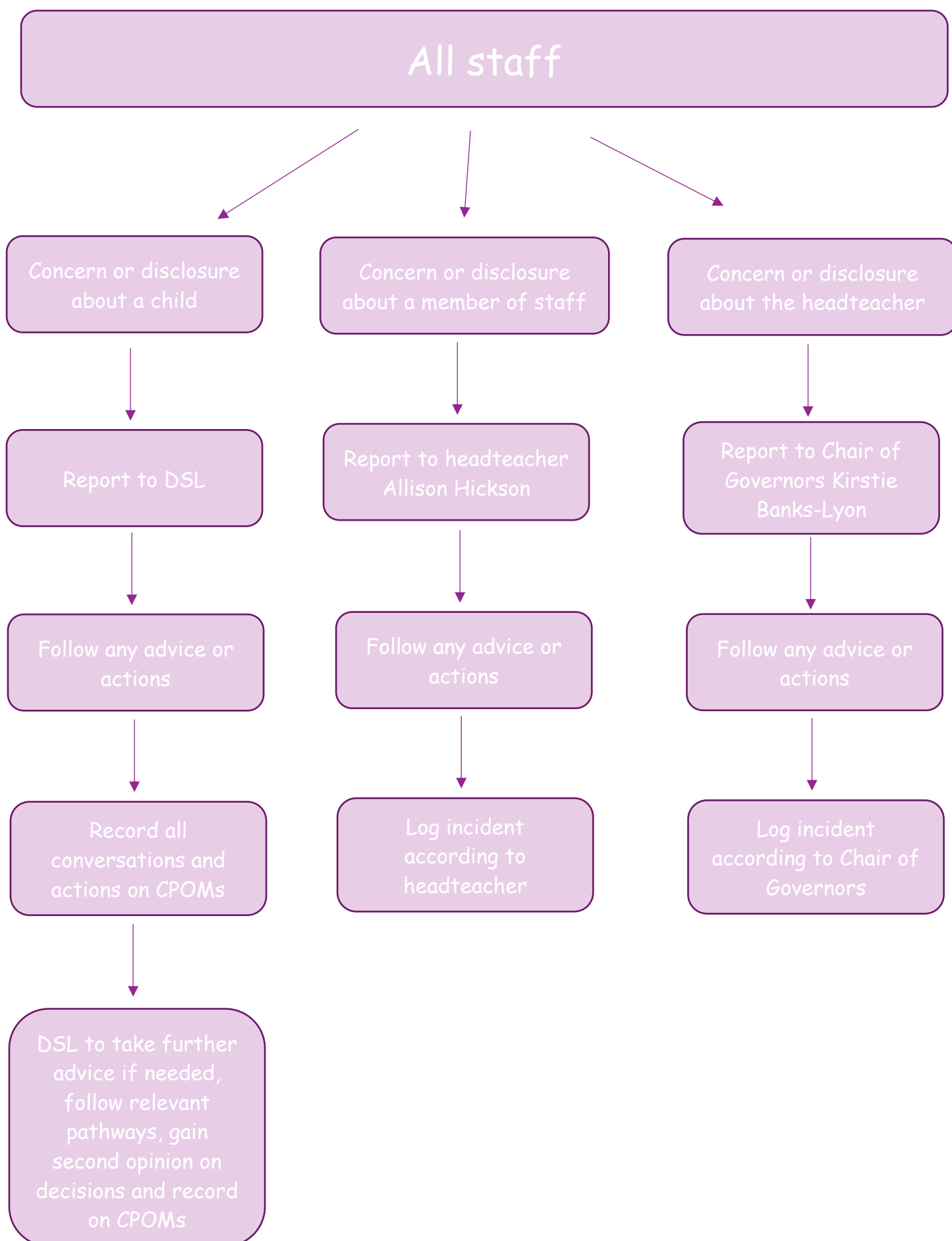| Safeguarding Team (Trained as DSL)	Role	Date of DSL refresher	Contact number (school)	Personal Contact number (emergency)	Contact email
Allison Hickson	Headteacher	Oct-26	01524 410286		
Penny Lupton	Deputy Head and KS1 Lead	Oct-26	01524 410286		
Liz Wildon	SENCO and Pastoral Lead	Sept-27	01524 410286		
Jennifer McClaren	Leader for EYFS	Oct-26	01524 410286		
Geraldine Dixon	Health and Safety/ CLA Lead	Oct-26	01524 410286		SENSITIVE INFORMATION AVAILABLE FROM INCLUSION TEAM OR SCHOOL OFFICE
Angela Cokell	Upper KS2 Lead	Sept-27	01524 410286		
Gavin Goulds	Lower KS2 Lead	Sept-27	01524 410286		
Rachel Whitehead	Inclusion and Mentoring Support	Sept-27	01524 410286		
Nicola Miller	Inclusion and Mentoring Support	Oct-26	01524 410286		
Lee Roberts	Inclusion and Mentoring Support	Feb-26	01524 410286		

Role	Name	Date of Training
Safeguarding Governor	Maggie Dodd	Safeguarding - April '22
Safer Recruitment	Penny Lupton Liz Wildon Sam Ud-Din Daveene Rix Vicki Muir Kirstie Banks-Lyon Gemma Wilde	May '22 June '22 July '22 Oct '22 Nov '20 May '22 June '24
Prevent Lead	Geraldine Dixon	July 2025
Prevent Governor	Kirstie Banks-Lyon	Prevent – October 2024

Appendix 4
Key Contacts

Name	Contact
LCC School Safeguarding Officers Victoria Wallace, Mechelle Lewis, Sarah Holyhead, Natalie Barton	Safeguarding in Education Advice Line - 01772 531196
LCC MASH Education Officers Matt Chipchase & Martine Blokland	0300 123 6720 Martine Blokland 01254 220914 Matt Chipchase 01254 220989 mash.education@lancashire.gov.uk
LADO – Local Authority Designated Officers	01772 536694 LADO.admin@lancashire.gov.uk
MASH – Multi-Agency Safeguarding Hub	0300 123 6720 0300 123 6722 between 5.00pm - 8.00am
Lancashire Prevent Team	01254 585260 Prevent.team@blackburn.gov.uk

Appendix 5
What to do flowchart

All staff

Concern or disclosure about a child

Concern or disclosure about a member of staff

Concern or disclosure about the headteacher

Report to DSL

Report to headteacher Allison Hickson

Report to Chair of Governors Kirstie Banks-Lyon

Follow any advice or actions

Follow any advice or actions

Follow any advice or actions

Record all conversations and actions on CPOMs

Log incident according to headteacher

Log incident according to Chair of Governors

DSL to take further advice if needed, follow relevant pathways, gain second opinion on decisions and record on CPOMs

Appendix 6
Self-Declaration Form

SANDYLANDS PRIMARY SCHOOL: Sandylands CP School
Staff declaration in relation to childcare disqualification.
This form is to be completed by all new staff who are to be employed in a 'relevant setting' before commencement of employment.

Name: _____   **Post**: _____

Please answer the questions set out below and sign the declaration overleaf to confirm that you are safe to work with and care for children. If there are any parts of the declaration that you are not able to meet, you should disclose this immediately to the head teacher.

This information will be used to ensure that the school is not employing any staff who are disqualified under the Childcare (Disqualification) Regulations 2018.

NB Protected cautions/convictions (ie those removed from police records) do not need to be disclosed.

Please circle yes or no against each question below:

• Are you disqualified from caring for children?	YES/NO
• Have you ever been cautioned or convicted of any offences against a child?	YES/NO
• Have you ever been cautioned or convicted of any violent or sexual offences against an adult?	YES/NO
• Have you been barred from working with children by the Disclosure and Barring Service (the DBS - this used to be known as the ISA)?	YES/NO
• If you have children, have your children, or children living within your household, at any time, been taken into care as a result of your care?	YES/NO or N/A
• Has a court order been made, at any time, in respect of a child under your care whilst the child was living in your care?	YES/NO
• Have you ever been refused registration or had registration cancelled in relation to childcare or a children's home or have you ever been disqualified from private fostering?	YES/NO
• Have you been found to have committed an offence overseas, which would constitute an offence regarding disqualification under the 2018 regulations if it had been committed in any part of the United Kingdom?	YES/NO

If you have answered **YES** to any of the questions above, please provide further information below:

……
……
……
……
……

I understand my responsibility to safeguard children and am aware that I am required to notify the head teacher of anything that may affect my suitability.

I will ensure that I notify the head teacher immediately of any changes to my situation with regard to the above.

I give permission for you to contact any previous settings, local authority staff, the police and the DBS to share information about my suitability to care for children.

I certify that to the best of my knowledge all the information I have given is correct. I understand that by deliberately giving false or incomplete answers I may be suspended from duty and may be liable to summary dismissal with possible referral to the police.

I give permission for the school to retain this declaration on my personal file.
(Employees who do not wish this declaration to be retained on their personal file should delete this line. The school will then ensure that the personal file only records the date the declaration was made, details of any additional safeguarding restrictions and whether or not an Ofsted waiver has been granted)

Signed (Staff member) ……………………………………………………………………

Date ……………………………………………………………………

Name in block capitals ……………………………………………………………………

Signed (Headteacher) ……………………………………………………………………

Date ……………………………………………………………………

Name in block capitals ……………………………………………………………………

For the attention of the Headteacher

Please record any action taken where the staff member has indicated 'YES' in answer to one or more of the questions above.

………
………
………
………
………
………
………
………
………

Appendix 7
Lancashire Continuum of Need Thresholds and Guidance
https://www.lancashire.gov.uk/children-education-families/keeping-children-safe/family-safeguarding/

Levels of Need – At a Glance

Page **58** of **68**

Signs and Indicators

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.

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

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

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

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

Physical	Emotional	Sexual	Neglect
• Unexplained injuries • Injuries on certain parts of the body • Injuries in various stages of healing • Injuries that reflect an article used • Flinching when approached • Reluctant to change • Crying / emotional • Afraid of home • Behavioural extremes • Apathy / depression • Wanting arms and legs covered even in very hot weather • Scratches • Bite marks • Bruises- in places that are not usually harmed in play • Burns of all kinds • Fearful watchfulness • Failure to thrive	• Extreme withdrawal • Extreme aggression • Constant wetting or soiling • Frequent vomiting • Persistent rocking movement • Very poor language development • Inability to relate to peers or adults • Failure to thrive • Attention seeking • Low self esteem • Apathy • Depression / Self harm Perpetrator • Drink/drug/solvent abuse • Persistently Overprotective • Constantly shouting at, threatening or demeaning a child • Withholding love and affection • Regularly humiliating a child	• Itching / soreness in the genital area • Unexplained rashes or marks in the genital area • Pain on urination • Difficulty in walking or sitting • Stained or bloody underclothes • Recurrent tummy pains or headaches • Bruises on inner thighs or buttocks • Frequent masturbation • Inappropriate sexual behaviour / knowledge / language for age • Making sexual advances to adults or other children • Wary of adults / being approached • Running away from home • Unexplained gifts / money • Eating disorders / self-harm	• Constant hunger / stealing food • Over eats when food is available • Poor standard of hygiene • Untreated illness • Extreme tiredness • Unkempt • Medical appointments missed • Poor growth • Poor / late attendance • Being regularly left alone or unsupervised • Dressed inappropriately for weather conditions • Having few friends and / or being withdrawn • Ill equipped for school

Referral Form for Additional Support and Inclusion

Please make sure all relevant fields are completed and send to Pastoral Lead - Liz Wildon.

Name of child:		Class:	Date:	
Referred by:			Attendance: %	
Attainment:	☐GD	☐ARE	☐BELOW	☐WELL BELOW
Progress:	☐EXCELLENT	☐AVG	☐BELOW AVG	☐WELL BELOW

Support previous or current: (e.g. CP plan, CIN, TAF, CAF, EHA, PEIS, EP, Inclusion Team, TA Support, BP, TLP, SEN)

Tick all that apply

☐ Safeguarding Involvement   ☐ External Agencies:

☐ TLP   …………………………………………………………

☐ Behaviour Plan   ☐ Internal Support - TA/Family Worker:…………………………………….

☐ EP   ☐ Other

☐ PEIS (JW)   ……………………………………………………………………….…………

Summary of request:

☐ Behaviour at school   ☐ Food Bank

☐ Behaviour at home   ☐ Attendance

☐ Struggling with work/home learning   ☐ Relationship breakdown

☐ Financial support   ☐ Other – please detail below

To be completed by Inclusion Team

Support offered:

Views gained: ☐child's view   ☐teacher's view ☐ parent's view ☐external agency's view

…………………………. assigned family worker

Actions:

Triaged by:	Date triaged:

Review after ….. weeks:

Reviewed by:	Date reviewed:

Appendix 10
CSC referral form

https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/safeguarding-children/requesting-support-from-childrens-services/

The online form has now replaced the previous method of referring to Children's Social Care.

If a referral is made via telephone, a written referral must be followed up within 48 hours.

Prevent Referral Form

Information will be kept secure and confidential and will only be disclosed to those parties who have a legal and legitimate need to know.

Please note completed forms will be at OFFICIAL SENSITIVE Level.

Please complete the below details and email this form to:

concern@lancashire.pnn.police.uk

Please complete all details to the best of your knowledge. Leave blank if unknown.

Your details:

Date of referral			
Surname			
Forenames		Relationship to individual	
Contact no.			
Email			
Professional role (if applicable)			
Address			

Person or Place of Concern

Please include as much detail as possible

Ideology CT/DE (please select one of the boxes opposite) **See below guidance on these options**	☐ Anti-Islamic ☐Anti-Semitic ☐ Islamist ☐XRW ☐Kurdish ☐XLW ☐ Loyalist ☐Republican ☐Sikh ☐Tamil ☐Animal Rights ☐Environmental ☐Other (please specify below)		
Institution/ Sector (only app if place of concern)			
Surname		D.O.B.	
Forenames		Gender	
Contact no.			
email			
Social Media Username			
Ethnicity		Nationality	
Religion		Place of Birth	
Address			

Appendix 12
Safeguarding Code of Conduct

Sandylands Community Primary School

Staff and Volunteers Safeguarding Code of Conduct 2025/2026

IF YOU HAVE A CONCERN ABOUT A CHILD OR MEMBER OF STAFF, REPORT TO A DESIGNATED SAFEGUARDING LEAD AND RECORD ON CPOMS.
Please read the Safeguarding and Child Protection Policy for more detail.

DSL: Allison Hickson
Deputy DSLs: Liz Wildon, Penny Lupton, Geraldine Dixon, Jennifer McLaren, Angela Cokell, Gavin Goulds, Rachel Whitehead, Nicola Miller and Lee Roberts

In this document, "staff" includes both paid staff, governors and volunteers.

1. Basic principles

- The welfare of the child always comes first.
- Staff are responsible for their own behaviour and should avoid any conduct, which would lead a reasonable person to question their motivation.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from the Head Teacher or another DSL over any incident, which may give rise to concern.
- Allison Hickson is the senior designated lead for safeguarding and child protection, with Liz Wildon as the deputy DSL. (Other deputies include: Liz Wildon, Penny Lupton, Geraldine Dixon, Jennifer McLaren, Angela Cokell, Gavin Goulds, Rachel Whitehead, Nicola Miller, Pippa Day and Lee Roberts).
- All staff are to be familiar with the school's child protection arrangements and understand their responsibilities to safeguard and protect children.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them.

2. Duty of Care

All staff have a duty to keep children safe and to protect them from physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that shows integrity, maturity and good judgement.

3. Exercise of Professional Judgement

There may be times when staff have to make decisions or take action in the best interests of the child which could contravene this guidance or where no guidance exists. Staff are expected to make judgements about their behaviour which is in the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

4. Power and Positions of Trust

All adults working with children in school are in positions of authority and therefore are in positions of trust in relation to those children. A relationship between a member of staff and a pupil cannot be a relationship of equals. Staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

5. Confidentiality

Staff must treat information they receive about children in a discreet and confidential manner. If staff are in doubt about sharing information they hold of which has been requested, they should seek advice from the head teacher or another DSL. (If abuse is alleged or suspected, then staff have a duty to speak to the head teacher).

6. Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. Please see the Staff Code of Conduct.

7. Dress and Appearance
Staff's dress and appearance are matters of personal choice and self-expression. However, staff should wear clothing, which promotes a positive and professional image and is appropriate to their role. Staff should refrain from wearing denim and PE kits are not to be worn all day.

8. Gifts
There are occasions when children or parents wish to pass on small tokens of appreciation to staff, e.g. at the end of the school year and this is acceptable. It is unacceptable to receive gifts on a regular basis or of any significant value e.g. monetary. Any gifts **to** individual children will be part of an agreed reward system. Gifts from staff to children will be given equally and will be of insignificant value.

9. Infatuations
Staff should report any indications that a pupil may be infatuated with a member of staff.

10. Social Contact
Staff should not try to establish social contact with pupils for the purpose of friendship or to strengthen a relationship. Any planned social contact with pupils should be approved by the head teacher. Staff should not give pupils their personal details (e.g. telephone numbers, social media etc). Staff are not permitted to contact children or families using their own devices or personal accounts. Staff should report and record any situation, which they feel, might compromise the school or their own professional standing. Staff who use social networking sites on the internet should manage their accounts in such a way that personal information is not available to pupils or their families. Staff must not accept pupils or their family members as friends on social networking sites. Where staff are 'friends' or connected with family members of a pupil prior to employment, it should be disclosed to the head teacher where it will then be strongly recommended that they do not continue the online friendship, and they are responsible for their portrayal on social media. Please see the Social Media and Technology Policy for more information.

11. Photography, Videos and Other Creative Arts
Staff should be clear about the purpose of any activity, which involves photography, or video of children. Staff must not take, display or distribute images of children unless they have consent to do so. Staff will use school cameras, ipads and film recorders to photograph or film children. All staff must be aware of parental permission for sharing photographs on the school website, social media and in the local press.

12. Technology and Internet Use
Staff must adhere to the school's Online Safety Policy and sign the Acceptable Internet Use statement. Staff or children are not permitted to use their own personal devices in the presence of children which includes wearing smart technology e.g. watches. Visitors to site are asked not to use their mobile phones or technology in the presence of children. Staff are asked to switch off their data (e.g. 4G) and use the school Wi-Fi for internet access on devices e.g. mobile phone.

13. Physical Contact
There are occasions (including supporting children with SEND) when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate for their professional role. If a distressed pupil needs comfort and reassurance, then age-appropriate physical contact may be provided by staff but this contact must not be threatening, intrusive or subject to misinterpretation. The school has a Care and Control Policy on physical intervention, which must be followed. Staff should always seek to defuse situations. If force is required (i.e. to prevent a child causing injury to him/her self or others) it must be minimum force for the shortest period necessary. Any physical intervention should be reported and recorded to the head teacher.

14. Changing and Intimate Care
Staff supervision of children during changing should be appropriate to the needs and age of the children concerned and sensitive to the potential for embarrassment. All children have a right to safety, privacy and dignity when contact of an intimate nature is required (e.g. assistance with toileting). Children who require intimate care on a regular basis as part of an ongoing medical need (or that is not usual for their age) should have a Care Plan drawn up

and agreed with parents. Where children do not require a Care Plan, guidance in the Changing Children Policy should be followed.

15. Behaviour Management
All pupils have a right to be treated with respect and dignity. Force must never be used for punishment. Although humour can help to defuse a situation, sarcasm and demeaning or insensitive comments are never acceptable. Please see the Positive Behaviour Policy.

16. One to One Situations
Staff working in one to one situations with children may be more vulnerable to allegations. Staff should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met.

17. Transporting Children
Wherever possible and practical it is advisable that transport is undertaken with at least one additional adult to the driver. Staff should ensure that their behaviour is safe, that the vehicle is roadworthy/appropriately insured and that the car is fitted with car seats in line with legislation if necessary.

18. Educational visits
Staff should be fully aware of all the guidance contained within the school's Educational Visits Policy alongside LA and national guidance and requirements. The Educational Visits Co-ordinator is **Geraldine Dixon** and she should be consulted on all aspects of educational visits, including risk-assessments.

19. First Aid and Administration of Medicines
Staff must adhere to the school's Health and Safety policy and arrangements and Administration of Medicines Policy. First aid should only be delivered by a trained first aider. Health and Safety lead is Geraldine Dixon.

20. Curriculum
There are some aspects of the curriculum, which can include or raise subject matter, which is sexually explicit. Staff must abide by the school's policy on Sex and Relationships Education and must not enter into or encourage inappropriate or offensive discussion about sexual activity.

22. Whistleblowing
Staff must report any behaviour by colleagues that raises concerns. Where there is a concern about a staff member, this should be reported to Headteacher Allison Hickson. Where there is a concern about the Headteacher, this should be reported to the chair of governors, Kirstie Banks-Lyon. Please see the Whistleblowing Policy for more information. Staff who are the subject of allegations are advised to contact their professional associations. Staff must take responsibility for recording and reporting any incident, which may result in being misinterpreted and/or an allegation being made.

23. Sharing Concerns and Recording Incidents
All staff should be aware of the school's Safeguarding and Child Protection procedures. All concerns are to be reported to a DSL immediately, then recorded on CPOMS with the facts or events. Actions should be taken either by the DSL or as directed by the DSL and each action recorded on CPOMS in relation to the original incident. All staff must use their own login to record concerns.

26. Informing the school of any change in circumstances
All staff are responsible for informing their line manager or the Headteacher if there is any change in their circumstances which may be seen as having an impact on their suitability to work with children. This may include for example, a criminal conviction, a police caution or any change to the information declared on the Staff Declaration (including information about other household members for staff working within the Early Years).

27. Use of Artificial Intelligence
Staff will follow both the Online Safety Policy and Artificial Intelligence Policy when using technological systems. This includes never inputting any identifiable data into AI, and only using approved platforms for any school based work.

Sandylands Community Primary School

Child Protection Record Transfer Form

Name	
Date of Birth	
Unique pupil number	
Home address (Last known)	
Name of originating establishment	Sandylands Primary school
Address of originating establishment	Hampton Road, Morecambe LA3 1EJ
Name of current DSL	Liz Wildon

Date file exchange took place by hand	Date file posted by Special Delivery	Date information received electronically

Name of receiving establishment	
Address of receiving establishment	
Name of receiving DSL	
Signature of receiving DSL	

A copy of this form is to be kept by both the originating and the receiving educational establishments.

Appendix 14
Transfer of Control

Written Agreement of Safeguarding Responsibilities for a Third Party Provider using a School Site	
Description	**Yes/No – Evidence?**
1. Does the provider have a Child Protection Policy in place with appropriate arrangements for sharing and reporting any safeguarding/welfare concerns?	
2. Does the provider require it's staff/volunteers to access Group 1 / 2 Safeguarding Training (via their organisation or **http://www.lancashirechildrenstrust.org.uk/**	
3. Can the provider evidence appropriate recruitment and vetting arrangements including DBS/CRB clearance that are consistent with Keeping Children Safe in Education 2025 Providers can seek advice and resources to enable them to comply in this area via the DFE	
4. Can the provider provide evidence that relevant staff have been checked under the Disqualification under the Child Care Act 2006 requirements?	

5. Can the provider evidence an appropriate arrangements/ risk assessment for the activity including, but not limited to, arrangements for -
    • Gaining relevant background about any health conditions inc allergies
    • Contingency arrangements for a child who becomes ill or is not collected at the end of the session
    • Communication between provider and the school (access to mobile phone etc)	

6. Does the provider have a Code of Conduct for its staff / volunteers that is consistent with Guidance for Safer Working Practice for Adults Who Work With Children and Young people (2015) – Schools Portal – Schools Safeguarding Service (Guidance) page or http://www.education.gov.uk/e-learning/login/index.php	
7. Does the provider have a complaints procedure and management of allegations procedure?	
8. Is the provider affiliated to a local or national professional body?	
9. Does the provider have an appropriately trained First Aider?	
10. Does the provider have relevant insurance?	

Completed by ………………...   (Name) …………………………………… (Provider)

Received by …………………..   (Name) …………………………………… (School)

Date ……………………………