



Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

Safeguarding Policy

Approved: Autumn 2026 Next Review Date: Autumn 2027

WHOLE SCHOOL POLICY FOR SAFEGUARDING & CHILD PROTECTION Policy

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1. Context and Rationale

Ormskirk West End Primary School fully recognises the contribution we can make to protect children from harm and to support and promote the welfare of all children who are pupils at our school. This policy applies to all stakeholders; this includes pupils, staff, parents, governors, volunteers, placement students and visitors.

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

Ormskirk West End 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 sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring 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.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating 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 \(safeguardingpartnership.org.uk\)](https://safeguardingpartnership.org.uk)
- The school will have due regard to Lancashire Children's Safeguarding Assurance Partnership (CSAP) Procedures Manual. https://panlancashirescb.proceduresonline.com/chapters/contents.html#ind_cases

2. Definitions

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

The purpose of this safeguarding policy is to ensure every pupil at **Ormskirk West End Primary School** is safe and protected from harm. The Department for Education (DfE) ‘Keeping Children Safe in Education’ (September 2024), 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.

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.

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.
- **Serious physical assault** is physical violence by one child towards another which causes, or has the potential to cause, significant physical or psychological harm. It may include serious hitting, kicking, punching, choking, strangulation, use of an object as a weapon, or other acts intended to cause significant injury or harm.

- **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.
- **Abuse in intimate personal relationships between children**, sometimes known as teenage relationship abuse, is a pattern of abusive behaviour by one child towards another within an intimate or romantic relationship.
 - It can include:
 - physical abuse;
 - sexual abuse;
 - sexual harassment;
 - emotional or psychological abuse;
 - controlling or coercive behaviour;
 - threats and intimidation;
 - monitoring or controlling online activity;
 - isolation from friends or family;
 - unwanted sharing of images;
 - financial exploitation; and
 - stalking or harassment.
 - KCSIE treats this as child-on-child abuse, regardless of whether the relationship is current or has ended.

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

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.

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

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

Consensual and non-consensual sharing of nude and semi-nude images and/or videos, colloquially 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.

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.

Racism and faith-targeted abuse are forms of discriminatory behaviour directed towards a child because of their race, ethnicity, religion or faith. This may include racist or faith-based comments, insults, threats, harassment, bullying, exclusion, physical abuse or online abuse.

Harm or threats involving weapons refers to situations where a child uses, possesses, displays or threatens to use a weapon or other object capable of causing harm against another child, whether the threat or incident occurs online or offline.

This can include:

- threatening another child with a knife or other weapon;
- bringing a weapon onto school premises;
- using an object as a weapon;
- threatening to cause serious injury with a weapon; or
- making threats online involving the use of a weapon.

This should be treated as a safeguarding concern, as well as potentially a criminal and behaviour matter.

Misogyny is hatred, contempt for, or prejudice against women and girls. It can be expressed through discriminatory attitudes, language, harassment, intimidation, sexual harassment, abuse, coercive or controlling behaviour, threats, violence or online abuse.

Online and offline abuse refers to harmful or abusive behaviour between children that takes place either in person, through digital technology or across both environments.

Online abuse may occur through:

- social media;
- messaging platforms;
- gaming platforms;
- group chats;
- image/video sharing;
- other digital communication.

3. Law and Guidance

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

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education Act 2002
- Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Data (Use and Access) Act 2025
- 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

Statutory Guidance

- HM Government (2020), *Multi-agency statutory guidance on female genital mutilation*
- HM Government, *Multi-agency practice guidelines: Handling cases of forced marriage* (current version)
- Home Office (2025), *Channel and Prevent Multi-Agency Panel (PMAP) guidance*
- Home Office and Foreign, Commonwealth and Development Office, *Multi-agency statutory guidance for dealing with forced marriage* (current version)

- Department for Education (2026), *Keeping Children Safe in Education*
- Department for Education (2026), *Working Together to Safeguard Children*
- Home Office, *Domestic Abuse guidance* (current version)
- Home Office (2023), *Prevent duty guidance: Guidance for specified authorities in England and Wales*
- Department for Education (2018), *Disqualification under the Childcare Act 2006*
- Department for Education (2026), *Working together to improve school attendance*

Non-Statutory Guidance

- Department for Education, *What to do if you're worried a child is being abused – Advice for practitioners*
- Department for Education (2024), *Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers*
- Department for Education, *Academy Trust governance* (where applicable)
- Department for Education, *Child sexual exploitation* (current guidance)
- Department for Education, *Recruit teachers from overseas* (current guidance)
- Department for Education (2024), *Behaviour in schools*
- Department for Education (2021), *Teachers' Standards*
- Department for Education (2026), *Meeting digital and technology standards in schools and colleges*
- Department of Health and Social Care, *Virginity testing and hymenoplasty: multi-agency guidance*
- Department for Education, *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (current guidance)

This policy operates in conjunction with the following school policies:

- Attendance Policy
- Anti-Bullying Policy
- Online Safety Policy
- Data Protection Policy
- Safer Recruitment Policy
- Whistleblowing Policy

- Parent Conduct Policy
- Staff Code of Conduct / Staff handbook
- Complaints Policy
- Health & Safety policy
- Accessibility Policy
- Medical Needs, Intimate Care and First Aid Policy
- Confidentiality Policy
- PSHE Policy

4. Roles and responsibilities

- Maintain a child-centred approach at all times and consider what is in the best interests of the child.
- Recognise that safeguarding is everyone's responsibility and that it could happen here. All staff have a role in identifying concerns, sharing information appropriately and taking prompt action to protect children.
- Contribute to and maintain a strong safeguarding culture and ethos within the school, ensuring that safeguarding and the welfare of children remain at the forefront of professional practice.
- Ensure that all children have opportunities to communicate their views and concerns, and that they are listened to, taken seriously and understood. Staff should promote and respond appropriately to the voice of the child.
- Contribute to providing a broad and balanced curriculum which equips children with the knowledge, understanding and skills they need to keep themselves safe, including online, and to develop positive relationships and attitudes which support them to reach their full potential.
- Establish effective, supportive and positive relationships with children, parents, carers and other professionals, recognising the importance of working collaboratively to safeguard children.
- Be proactive in providing a safe and secure environment in which children can learn, develop and feel safe.
- Maintain an attitude of "it could happen here" in relation to all safeguarding concerns.
- Be aware of the different forms of abuse, neglect and exploitation, including online harms, child-on-child abuse, sexual harassment and sexual violence, domestic abuse, child criminal exploitation, child sexual exploitation, radicalisation, serious violence and other contextual safeguarding risks.
- Be alert to indicators that a child may require help or protection, including changes in behaviour, attendance, presentation, relationships, emotional wellbeing, injuries, disclosures or online activity.
- Be prepared to identify children and families who may benefit from universal services, community-based early help or Family Help, and understand the school's local arrangements for accessing support.
- Be aware of the school's safeguarding and child protection procedures, including policies, internal reporting arrangements, information-sharing procedures and relevant local safeguarding procedures.
- Be aware of the role and identity of the Designated Safeguarding Lead (DSL) and Deputy DSLs, and seek their advice and support whenever required.

- Undertake safeguarding and child protection training as part of induction and receive regular updates, at least annually. This includes training relating to online safety and staff understanding of their expectations and responsibilities regarding filtering and monitoring.
- Undertake Prevent awareness training in accordance with local arrangements and school requirements, with refresher training at least every two years.
- Understand the school's procedures for responding to safeguarding concerns and know how to report a concern to the DSL or Deputy DSL without delay.
- Understand the local process for making referrals to Children's Social Care and other safeguarding partners, recognising that anyone can make a referral where they believe a child may be at risk.
- Understand that where a child is in immediate danger or at risk of immediate serious harm, the police and/or Children's Social Care should be contacted without delay, in accordance with the school's procedures. Where appropriate, staff should call 999 in an emergency.
- Be aware of and understand the procedure to follow if a child discloses abuse, neglect or exploitation, including the importance of listening carefully, taking the child seriously, not promising confidentiality and reporting the concern without delay.
- Reassure children who disclose concerns that they are being taken seriously, that they will be supported and that appropriate action will be taken to keep them safe.
- Avoid victim-blaming attitudes and challenge victim-blaming language or attitudes professionally where these arise.
- Maintain appropriate confidentiality, recognising that information must be shared where necessary to safeguard a child. Staff should understand that data protection is not a barrier to appropriate safeguarding information sharing.
- Understand the importance of accurate and timely safeguarding records, including recording concerns, actions taken, decisions made, the rationale for decisions and outcomes.
- Be aware that children may be at risk of harm inside and outside the home, within the school and community, and online, and that abuse can occur wholly online or through a combination of online and offline behaviour.
- Understand that children may be affected by seeing, hearing or experiencing the effects of abuse, including domestic abuse.
- Understand that a child may not feel ready or may not know how to tell someone that they are being abused, neglected or exploited, and may not recognise their experiences as harmful.

- Be aware of mental health in relation to safeguarding and recognise that mental health difficulties may, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Staff should follow the school's procedures for raising concerns about a child's mental health and wellbeing.
- Be aware of safeguarding issues and behaviours which may indicate that a child is at risk of harm, including deliberately missing education, changes in attendance, drug or alcohol misuse, exploitation, extremist or radicalising behaviours, sharing of nudes or semi-nudes, sexualised behaviour, child-on-child abuse, serious violence and other concerning behaviours.
- Understand that safeguarding concerns can arise in relation to child-on-child abuse, including bullying and cyberbullying, discriminatory abuse, racism, faith-targeted abuse, misogyny, physical abuse, serious physical assault, abuse in intimate personal relationships, sexual harassment, sexual violence and the making or sharing of nudes or semi-nudes.
- Understand the procedures for reporting concerns about the behaviour or conduct of staff, volunteers, contractors, supply staff or other adults, including low-level concerns and allegations of abuse.
- Understand the school's whistleblowing procedures and know how to raise concerns if they believe safeguarding practice is inadequate or concerns are not being appropriately addressed.
- Follow the school's safeguarding policies and procedures and cooperate with safeguarding partners and other professionals where required.

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, in accordance with the Teachers' Standards.
- Take appropriate action when they have safeguarding concerns, including reporting concerns to the DSL or Deputy DSL without delay.
- Be aware of and comply with the mandatory reporting duty for female genital mutilation (FGM) where applicable. Teachers, including the Headteacher, are required by law to report known cases of FGM in under-18s to the police where the disclosure is made to them in the course of their professional work.

The Governing Board has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.

- Ensure that the school complies with its safeguarding and child protection duties under relevant legislation and has regard to Keeping Children Safe in Education 2026 (KCSIE 2026).
- Ensure that safeguarding policies, procedures and training are effective and comply with the law at all times.
- Ensure that all governors receive appropriate safeguarding and child protection training. Training should provide governors with the knowledge and understanding required to provide effective strategic challenge and assurance that safeguarding arrangements are effective.
- Ensure that governors' safeguarding knowledge and training are regularly updated.
- Ensure that all staff, including staff who do not work directly with children, are aware of their safeguarding responsibilities and that all staff read Part One of KCSIE 2026 in full.
- Ensure that the school has an appropriately trained Designated Safeguarding Lead (DSL) and one or more Deputy DSLs, with the DSL taking lead responsibility for safeguarding and child protection.
- Ensure that the DSL and Deputy DSLs receive appropriate training, support, supervision, resources, funding and sufficient time to undertake their safeguarding responsibilities effectively.
- Ensure that the DSL's safeguarding responsibilities are explicit within their job description.
- Ensure that the school maintains a whole-school approach to safeguarding, with safeguarding and child protection at the forefront of the school's ethos and practice.
- Ensure that there are effective systems in place so that children can confidently report abuse or concerns, knowing that their concerns will be taken seriously and acted upon appropriately.
- Ensure that children are able to express their views, give feedback and have their voices heard, and that their views are appropriately considered in safeguarding practice.
- Ensure that effective safeguarding and child protection policies and procedures are in place, implemented and regularly reviewed.
- Ensure that pupils are taught about safeguarding through the curriculum and wider school opportunities, including how to keep themselves safe online and offline.
- Ensure that appropriate filtering and monitoring systems are in place, are proportionate to the safeguarding risks and are regularly reviewed for effectiveness. The governing board should seek assurance that the school meets relevant DfE filtering and monitoring expectations.

- Ensure that staff receive safeguarding and child protection training at induction and regular updates, at least annually, including online safety and staff responsibilities relating to filtering and monitoring.
- Ensure that appropriate safer recruitment procedures are followed, including the completion of the required pre-employment checks for staff and other adults working with children.
- Ensure that at least one person involved in the recruitment process has received appropriate safer recruitment training.
- Ensure that appropriate recruitment checks are completed for governors, in accordance with KCSIE and relevant legislation.
- Ensure that appropriate systems are in place for identifying and responding to possible mental health concerns, including clear routes for escalating and referring safeguarding concerns.
- Ensure that there are clear and transparent procedures for dealing with allegations and safeguarding concerns about staff, supply staff, trainee teachers, volunteers and contractors, including concerns arising from the use of school premises by third parties.
- Ensure that appropriate procedures are in place to make referrals to the Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (TRA) where the relevant legal threshold is met.
- Ensure that appropriate disciplinary procedures are in place and that staff and pupil behaviour policies support effective safeguarding.
- Ensure that procedures are in place to prevent and respond to unlawful discrimination, harassment and victimisation, including discriminatory and child-on-child abuse.
- Appoint a Designated Teacher for children who are looked-after and previously looked-after, ensuring that the Designated Teacher has appropriate training and support.
- Create a culture in which staff are confident to challenge senior leaders where they have safeguarding concerns or believe appropriate action has not been taken.
- Ensure that online safety is treated as an interrelated and ongoing aspect of safeguarding, with appropriate filtering and monitoring systems and regular reviews of their effectiveness.
- Ensure that appropriate safeguarding responses are in place for children who are absent from education, particularly where absence is repeated or prolonged, to help identify risks of abuse, neglect or exploitation.
- Ensure that policies and procedures reflect the specific safeguarding needs of children, including children with SEND and disabilities, and that appropriate adjustments and support are provided where required.

- Complete the S175 safeguarding audit/tool in accordance with Lancashire local authority arrangements and any required review cycle.
- Ensure that the school has due regard to its duties under the Human Rights Act 1998, Equality Act 2010, including the Public Sector Equality Duty, and the local multi-agency safeguarding arrangements.
- Ensure that an effective early help / Family Help procedure is in place and that all staff understand the procedure and their role within it.
- Ensure that the school contributes effectively to multi-agency safeguarding arrangements, including information sharing and joint working with children's social care, police, health services and other safeguarding partners.
- Ensure that the school works in accordance with Working Together to Safeguard Children 2026 and relevant local safeguarding arrangements.
- Ensure that safeguarding practice and decision-making maintain a firm child-centred approach, with the best interests of the child at the centre.

The Designated Safeguarding Lead (DSL) has a duty to:

The DSL should take lead responsibility for safeguarding and child protection, including online safety and understanding the school's filtering and monitoring systems and processes. The DSL should promote a strong safeguarding culture throughout the school and continually raise the profile of safeguarding.

The DSL will:

- Provide advice, support and expertise to staff on child welfare, safeguarding and child protection matters.
- Be available during school hours for staff to discuss safeguarding concerns and ensure that appropriate arrangements are in place for staff to raise concerns outside normal school hours where required.
- Ensure that all safeguarding concerns are acted upon without delay.
- Take part in strategy discussions, child protection conferences, multi-agency meetings and other safeguarding meetings, and support other staff to do so where appropriate.
- Contribute to the assessment of children and families and support other staff and agencies in assessing children's needs.
- Make appropriate referrals and support staff who make referrals to Children's Social Care.

- Refer cases to the Channel programme where there are concerns about radicalisation, in accordance with the Prevent duty and local procedures.
- Refer cases to the DBS where the relevant legal threshold is met, including where a person has been dismissed or has left employment because they have harmed, or posed a risk of harm, to a child.
- Refer concerns to the police where a crime may have been committed, in accordance with relevant guidance and local procedures.
- Act as a point of contact with safeguarding partners and other agencies.
- Ensure effective communication and information sharing, where appropriate, between the DSL, Deputy DSLs, pastoral staff, senior leaders, governors and other relevant staff.
- Liaise with relevant agencies when deciding whether a referral should be made, ensuring that the child's needs are considered holistically.
- Promote effective information sharing within the school and with safeguarding partners and other agencies, recognising that data protection legislation does not prevent appropriate information sharing where necessary to safeguard a child.
- Maintain an understanding of relevant data protection legislation, including the Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025, as applicable to safeguarding information sharing.
- Liaise with the Senior Mental Health Lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and carers in safeguarding and promoting the welfare of children, including where families may be experiencing challenging circumstances.
- Work with relevant staff to promote the educational outcomes of children who have or have had a social worker, recognising the impact that adversity, trauma and safeguarding concerns may have on attendance, behaviour, mental health, wellbeing, engagement and achievement.

This includes:

- Ensuring that the school knows which pupils have or have 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 and/or reasonable adjustments where appropriate.
- Ensure that child protection files are kept up to date, securely stored and accurately maintained, including monitoring the quality of safeguarding records.
- Ensure that a child's child protection file is transferred as soon as possible and within five school days when a child transfers to another school, and consider whether additional safeguarding information should be shared to support the child's ongoing welfare.
- Ensure that staff receive appropriate safeguarding and child protection training as part of induction and receive regular updates, at least annually, including online safety and filtering and monitoring responsibilities.
- Ensure that all staff understand the school's Child Protection and Safeguarding Policy, internal procedures for reporting concerns and the identity and role of the DSL and Deputy DSLs.
- Work with the governing board to ensure that the Child Protection and Safeguarding Policy is reviewed at least annually and that safeguarding procedures are updated when required.
- Undertake appropriate DSL training, with formal safeguarding training updated at least every two years and with opportunities for continuing professional development and knowledge updates between formal training periods.
- Have due regard to relevant guidance concerning the role of an appropriate adult, including the applicable PACE Code C requirements.
- Promote a culture of listening to children, ensuring that the voice of the child informs safeguarding practice wherever appropriate.
- Ensure that appropriate safeguarding responses are made to child-on-child abuse, including sexual harassment, sexual violence, discriminatory abuse, racism, misogyny, intimate personal relationship abuse, physical abuse and the making or sharing of nudes or semi-nudes.
- Ensure that appropriate safeguarding responses are made where children are at risk from online and offline harms, recognising that the two are often interconnected.
- Ensure that appropriate safeguarding action is taken where concerns relate to attendance or children missing education, including repeated or prolonged absence.
- Ensure that appropriate cover arrangements are in place for the DSL role during the school day, and for activities outside normal school hours or terms where safeguarding arrangements are required.

- Ensure that the school contributes effectively to multi-agency safeguarding arrangements and works cooperatively with relevant safeguarding partners.
- Ensure that opportunities for further safeguarding training and professional development are identified and undertaken.
- Undertake Prevent awareness training in accordance with local arrangements and school requirements, with refresher training at least every two years.
- Be provided with appropriate support and supervision to undertake the DSL role safely and effectively.
- Liaise with the Local Authority Personal Adviser where appropriate in relation to care leavers.
- Have due regard to Annex B of Keeping Children Safe in Education 2026 – The Role of the Designated Safeguarding Lead.

Ormskirk West End Primary School recognises that Deputy DSLs should be trained to the same standard as the DSL and should be able to provide effective safeguarding cover and support when required.

The Designated Teacher

The Designated Teacher has responsibility for promoting the educational achievement of children who are looked-after and previously looked-after, including children who have left care through adoption, a Special Guardianship Order or Child Arrangements Order, and children who were adopted from state care outside England and Wales.

The Designated Teacher will:

- Promote the educational achievement and progress of looked-after and previously looked-after children.
- Ensure that appropriate support is in place to address barriers to educational achievement.
- Work closely with the DSL, Virtual School Head, social workers, carers, parents and other professionals where appropriate.
- Ensure that safeguarding, wellbeing, attendance, behaviour and educational needs are considered holistically.
- Ensure that looked-after and previously looked-after children receive appropriate support and advocacy within school.
- Maintain appropriate records and contribute to relevant Personal Education Plans (PEPs) and multi-agency meetings.

In our setting, the Designated Teacher is: Charlotte O'Toole / Assistant SENCO

Ormskirk West End Primary School recognises the importance of ongoing safeguarding training and professional development to ensure that all staff and those with safeguarding responsibilities remain informed about current safeguarding practice, emerging risks and their individual responsibilities.

Safeguarding is everyone's responsibility. The school will ensure that all staff understand that safeguarding concerns must be acted upon promptly and that they know what to do if they have concerns about a child. The school will promote a strong safeguarding culture in which staff feel confident to identify concerns, report them without delay, share information appropriately and challenge practice where necessary.

All staff, governors and volunteers will receive appropriate safeguarding and child protection information and training as part of their induction. Training will be updated regularly and whenever there are significant changes to legislation, statutory guidance, local safeguarding arrangements or the school's procedures.

5. Induction training

The school's safeguarding induction will include, as appropriate to the person's role:

- The Child Protection and Safeguarding Policy and the school's procedures for reporting concerns.
- The school's Child-on-Child Abuse procedures, including procedures relating to sexual harassment, sexual violence, discriminatory abuse, racism, misogyny, intimate personal relationship abuse and the making or sharing of nudes or semi-nudes.
- The Staff Code of Conduct / Staff Behaviour Policy, including the school's procedures for managing safeguarding concerns and allegations about adults working in or connected with the school.
- Part One of Keeping Children Safe in Education 2026 (KCSIE). All staff must read Part One in full and follow the school's safeguarding policies and procedures. The previous shorter Annex A version has been removed from KCSIE 2026.
- The school's Behaviour Policy and its relationship to safeguarding.
- The School Attendance Policy, including the safeguarding response to children who are persistently or repeatedly absent, absent without explanation or who may be missing from education.
- Appropriate safeguarding and child protection training, including online safety and the school's expectations and responsibilities regarding filtering and monitoring.
- The role and identity of the Designated Safeguarding Lead (DSL) and Deputy DSLs, including how and when to contact them.

- The school's procedures for recording and reporting safeguarding concerns, including the importance of recording concerns promptly and accurately.
- The school's information-sharing procedures, including when information may appropriately be shared to safeguard a child.
- The school's whistleblowing procedures and arrangements for raising concerns about safeguarding practice.
- The local safeguarding arrangements, including the local process for accessing community-based early help / Family Help and making statutory referrals.
- The school's procedures for responding where a child is at immediate risk of harm, including contacting emergency services where necessary.

Records will be maintained of all safeguarding inductions and training completed.

Ongoing safeguarding training

Following induction, Ormskirk West End Primary School will ensure that:

- All staff will receive safeguarding and child protection training at least annually, with additional updates provided whenever necessary.
- Governors and volunteers will receive safeguarding information and training appropriate to their roles and responsibilities, with regular updates.
- The DSL and Deputy DSLs will receive appropriate DSL training and will refresh their safeguarding knowledge, skills and understanding at least every two years, with additional updates and continuing professional development as required.
- The DSL, governors and relevant staff will undertake Prevent awareness training in accordance with local arrangements and school requirements, with refresher training at least every two years.
- At least one person involved in a recruitment process will have undertaken appropriate safer recruitment training.
- Staff, governors and volunteers will undertake additional or specialist safeguarding training where this is identified as necessary because of the school's context, emerging risks or the needs of individual children. This may include training relating to:
 - child-on-child abuse;
 - sexual harassment and sexual violence;
 - the making or sharing of nudes or semi-nudes;

- child sexual exploitation;
 - child criminal exploitation;
 - online safety;
 - radicalisation and Prevent;
 - FGM;
 - domestic abuse;
 - serious violence;
 - mental health;
 - safeguarding children with SEND and disabilities; and
 - other emerging safeguarding concerns.
- Staff will be encouraged to discuss any specific training needs, gaps in knowledge or areas of uncertainty with the DSL or senior leadership team.
- Staff will be provided with regular safeguarding updates, including relevant briefings, bulletins, emails, staff meetings and other appropriate communications.
- Staff, governors and volunteers will be expected to read and act upon safeguarding updates relevant to their role.
- Staff will have opportunities to contribute to and inform the school's safeguarding arrangements and to provide feedback on safeguarding practice.
- Detailed records of safeguarding training and updates will be maintained, including dates, attendees and the nature of the training provided.
- The school will monitor training records to ensure that required training remains current and up to date.
- Training will reflect the principle that safeguarding is everyone's responsibility and that staff should act immediately on safeguarding concerns rather than delay action. KCSIE 2026 specifically emphasises reporting concerns to the DSL or Deputy DSL without delay.

6. Multi Agency Working

Ormskirk West End Primary School recognises that effective safeguarding depends upon strong partnership working between the school, children and families, children's social care, the police, health services and other relevant agencies.

The school will contribute to the local multi-agency safeguarding arrangements and will work in accordance with Working Together to Safeguard Children 2026 and relevant local safeguarding procedures. Working Together 2026 reinforces that safeguarding is a shared responsibility and that effective information sharing and multi-agency collaboration are essential to identifying and responding to children's needs.

The school will:

- Work collaboratively with Children's Social Care, the police, health services, education services and other relevant agencies to safeguard children and promote their welfare.
- Participate appropriately in multi-agency assessments, strategy discussions, child protection conferences, core groups, family help arrangements and other safeguarding meetings.
- Contribute relevant information to multi-agency assessments and plans and ensure that the child's voice and lived experience are appropriately considered.
- Work proactively with safeguarding partners and other agencies where a child may require help, support or protection.
- Follow the published local safeguarding arrangements and relevant local thresholds and referral procedures.
- Where a need for community-based early help or Family Help is identified, work with the child, family and relevant agencies to provide or access appropriate support.
- Where statutory intervention is required, make appropriate referrals to Children's Social Care and cooperate fully with any assessment or child protection process.
- Recognise that no single practitioner or agency will have a complete picture of a child's circumstances. Effective information sharing is therefore essential to identify concerns early and provide the right help at the right time.
- Recognise the particular importance of multi-agency working in identifying and responding to child sexual exploitation, child criminal exploitation, domestic abuse, serious violence, online harms, child-on-child abuse and other contextual safeguarding risks.
- Challenge assumptions and work collaboratively with other professionals where there are differences of view, ensuring that the child's safety and welfare remain central.

- Share information proactively and appropriately where this is necessary to safeguard and promote the welfare of a child.

Information Sharing

The school recognises that effective information sharing is essential to safeguarding children.

Staff should understand that data protection is not a barrier to appropriate information sharing for safeguarding purposes. Information should be shared lawfully, proportionately and appropriately when this is necessary to identify, assess or respond to a safeguarding concern.

KCSIE 2026 makes clear that staff should share and record information when necessary to protect a child.

Staff will:

- Share information promptly and appropriately where this is necessary to safeguard a child.
- Not allow uncertainty about data protection to prevent appropriate safeguarding information sharing.
- Seek advice from the DSL or Deputy DSL where they are unsure whether information should be shared.
- Understand that consent is not always required before safeguarding information can be shared, and that staff should follow the school's information-sharing procedures and relevant legislation.
- Share information on a need-to-know and proportionate basis, while ensuring that relevant information is not withheld where doing so could place a child at risk.
- Keep accurate records of safeguarding information shared, including relevant decisions and the rationale for those decisions.
- Ensure that safeguarding records are accurate, contemporaneous, secure and appropriately retained.

The school's information-sharing arrangements will have regard to relevant legislation and guidance, including the Data Protection Act 2018, UK GDPR, the Data (Use and Access) Act 2025, KCSIE 2026 and Working Together to Safeguard Children 2026.

The school will also have regard to the current information-sharing duty and associated statutory guidance applying from September 2026.

Staff must not allow fear of sharing information to stand in the way of their responsibility to promote the welfare and safety of children. If staff are uncertain about sharing information, they should seek advice from the DSL or Deputy DSL without delay.

Safeguarding record keeping

All safeguarding concerns should be recorded promptly and accurately. Records should include, where relevant:

- a clear summary of the concern;
- the information received or observed;
- actions taken;
- decisions made;
- the rationale for decisions;
- information shared with other agencies or professionals; and
- the outcome or subsequent action.

7. Early Help and Family Help

Ormskirk West End Primary School recognises that all children and families may benefit from support before statutory intervention is required. The school understands that early identification and effective support can prevent concerns from escalating and help children and families receive the right help at the right time.

In accordance with Keeping Children Safe in Education 2026 (KCSIE) and Working Together to Safeguard Children 2026, the school recognises the importance of universal services, community-based early help and Family Help in supporting children and families.

Family Help brings together targeted early help and support under section 17 of the Children Act 1989 into a more joined-up approach, with consistent practitioner relationships and multi-disciplinary working.

All staff have a responsibility to identify children and families who may benefit from additional support and to share concerns with the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.

Staff will use professional curiosity, listen to children and families and consider the child's wider circumstances, recognising that children may experience multiple and interconnected harms and that safeguarding concerns can occur both online and offline, inside and outside the home.

Children who may benefit from Early Help or Family Help

Staff will be particularly alert to the potential need for additional support for children who:

Are disabled or have a health condition or additional need.

Have special educational needs and/or disabilities (SEND), whether or not they have an Education, Health and Care Plan (EHCP).

Have a mental health need or are experiencing difficulties with their emotional wellbeing.

Are young carers.

Are pregnant or are parents themselves.

Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, association with organised crime groups or county lines.

Are frequently absent from, or going missing from, education, home or care.

Are at risk of child criminal exploitation (CCE), child sexual exploitation (CSE), modern slavery or trafficking.

Are at risk of radicalisation or extremism.

Are misusing, or are at risk from, drugs or alcohol.

Have a family member in custody or are affected by parental offending.

Are experiencing family circumstances which may affect their welfare, including domestic abuse, adult mental health difficulties, drug or alcohol misuse, poverty or other significant family pressures.

Have returned home to their family from care.

Are at risk of honour-based abuse (HBA), including female genital mutilation (FGM) or forced marriage.

Are privately fostered.

Are displaying harmful sexual behaviour which may place themselves or other children at risk.

Are experiencing persistent or repeated absence from education, including persistent absence during part of the school day.

Are at risk of becoming missing from education or are not receiving suitable full-time education.

Have experienced multiple suspensions and are at risk of, or have experienced, permanent exclusion from school, alternative provision or a pupil referral unit.

Have experienced bereavement, loss or another significant life event.

Are experiencing or are at risk from online harms, including viewing harmful or inappropriate online content, online exploitation, online abuse or developing inappropriate relationships online.

Are experiencing bullying or cyberbullying.

Are experiencing child-on-child abuse, including discriminatory abuse, racism, faith-targeted abuse, misogyny, physical abuse, serious physical assault, sexual harassment, sexual violence or abuse in intimate personal relationships.

Are experiencing or are affected by domestic abuse.

Have experienced, or are experiencing, multiple or cumulative forms of adversity, abuse, neglect or exploitation.

Show any other early signs of abuse, neglect or exploitation.

Have any other identified need or circumstance which indicates that they or their family may benefit from additional support.

The school recognises that this list is not exhaustive and that any child or family may require additional support depending upon their individual circumstances.

Responding to Early Help and Family Help needs

Where a need for additional support is identified, the DSL or Deputy DSL will coordinate the school's response and, where appropriate, work with the child, parents/carers and relevant agencies.

This may include:

Providing support through existing universal school-based services.

Signposting or referring children and families to appropriate community-based early help and Family Help services.

Working with the child and family to identify their strengths, needs and desired outcomes.

Contributing to a Family Help assessment or plan, where appropriate.

Participating in multi-agency meetings and plans.

Sharing relevant information with other professionals where this is necessary to safeguard or promote the welfare of the child.

Supporting or contributing to assessment and, where appropriate, acting as or supporting a lead practitioner.

Monitoring the effectiveness of support and reviewing arrangements regularly.

Escalating concerns to Children's Social Care where the child's needs require statutory intervention or where there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm.

The school recognises that Family Help may be led by a practitioner from another agency. The school's DSL will contribute to the assessment, planning and review process and will ensure that the school's responsibilities are clearly understood.

Where appropriate, the school will work with Lancashire Children's Social Care, Family Help services, health services, the police, education services and other relevant agencies to provide coordinated support.

Consent and safeguarding referrals

The school will work openly and collaboratively with children and families wherever appropriate and will seek consent where required for early support.

However, consent will not prevent the school from taking safeguarding action where a child is at risk of harm.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the school will follow statutory safeguarding procedures and make an appropriate referral to Children's Social Care and/or the police without delay.

Staff must not wait for an early help process to be completed before making a safeguarding referral where the circumstances require immediate or statutory intervention.

Local arrangements

Ormskirk West End Primary School will follow the current Lancashire safeguarding arrangements, local thresholds and procedures when identifying and responding to children who may require additional support.

The school will have regard to the current Lancashire arrangements for supporting children and families, including relevant Family Help and safeguarding procedures.

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

Staff should speak to the DSL or Deputy DSL if they are uncertain about the level of need, the appropriate service or whether a referral should be made.

Our commitment

We therefore ensure that:

All staff and volunteers understand the indicators that a child or family may benefit from additional support and know how to report concerns to the DSL or Deputy DSL.

Staff understand that any child may benefit from additional support, regardless of their background or circumstances.

Staff use professional curiosity and do not make assumptions about a child's circumstances.

Staff listen to children and families and ensure that the child's voice and lived experience inform decisions about support.

DSLs will coordinate the school's response where community-based early help or Family Help is appropriate.

DSLs will signpost or refer children and families to appropriate support services.

DSLs will contribute to and, where appropriate, coordinate Family Help assessments, plans and meetings.

DSLs will work with the relevant Family Help lead practitioner and other agencies to ensure that the child's needs are considered holistically.

DSLs will monitor the effectiveness of support and ensure that arrangements are reviewed regularly.

DSLs will escalate concerns to Children's Social Care where a child requires statutory support or protection.

Staff understand that early help must never delay a safeguarding referral where there is concern that a child is suffering, or is likely to suffer, significant harm.

The school will contribute effectively to multi-agency working and share information appropriately to ensure children and families receive the right support at the right time.

Appropriate records will be maintained of concerns, actions taken, referrals, decisions and outcomes.

Children receiving additional support will be regularly reviewed, with further action taken where support is not improving outcomes or where the child's level of need increases.

The school will work in accordance with KCSIE 2026, Working Together to Safeguard Children 2026 and the current Lancashire safeguarding arrangements.

8. Abuse and neglect

Safeguarding is everyone's responsibility. All staff and volunteers must maintain an attitude of "it could happen here" and be alert to the possibility that a child may be experiencing abuse, neglect or exploitation.

Abuse and neglect can occur within a family, in an institutional or community setting, within relationships between children, or outside the home. Abuse can be perpetrated by adults or by other children and can take place wholly online, wholly offline, or through a combination of online and offline activity. Technology may be used to facilitate abuse that occurs offline.

Staff must be alert to contextual and extra-familial harms, recognising that children can be at risk from people, relationships and environments outside their family and school. This may include risks in the community, peer groups, friendship groups, public spaces, transport networks and online environments.

The school will consider the individual child, their voice and lived experience, their relationships and circumstances, and any combination of safeguarding concerns rather than considering concerns in isolation. Particular attention will be given to patterns of behaviour, changes over time and multiple or cumulative harms.

Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical abuse may also occur where a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Staff will be alert to injuries or explanations that are inconsistent, repeated or concerning, and to changes in a child's behaviour or presentation which may indicate physical abuse.

Staff will also be aware of Female Genital Mutilation (FGM) as a form of child abuse and will follow the school's safeguarding procedures and statutory requirements where concerns arise.

Emotional or Psychological Abuse

Emotional abuse is the persistent emotional maltreatment of a child that causes, or is likely to cause, severe and adverse effects on the child's emotional development.

It may involve:

- conveying to a child that they are worthless, unloved, inadequate or valued only when meeting the needs of another person;*
- not allowing a child to express their views, deliberately silencing them or making fun of what they say or how they communicate;*
- age or developmentally inappropriate expectations being imposed on a child;*
- overprotection or limitation of exploration and learning;*
- preventing a child from participating in normal social interaction;*

- *seeing or hearing the ill-treatment of another person;*
- *serious bullying, including cyberbullying, which causes a child to feel frightened or in danger;*
- *exploitation or corruption of children; and*
- *controlling, coercive, threatening or otherwise harmful relationships.*

Emotional abuse may occur alongside other forms of abuse or may occur on its own.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. It 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, including:

- *involving children in looking at or producing sexual images;*
- *encouraging children to behave in sexually inappropriate ways;*
- *grooming a child in preparation for abuse;*
- *sexual communication or interaction online;*
- *coercing or encouraging a child to create or share sexual images;*
- *sharing or threatening to share sexual images;*
- *sexual exploitation; and*
- *exposing children to sexualised content or behaviour.*

Sexual abuse can be perpetrated by people of any gender or age and can take place online, offline or through technology that facilitates offline abuse.

The school recognises that children may also experience sexual harassment, sexual violence and harmful sexual behaviour between children. Such concerns will always be taken seriously and dealt with in accordance with the school's safeguarding and child-on-child abuse procedures.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development.

Neglect may involve:

- *failing to provide 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 provide adequate supervision, including through the use of inappropriate caregivers;
- failing to ensure access to appropriate medical care or treatment; and
- failing to meet or respond to a child's basic emotional needs.

Staff will remain alert to signs of neglect, including poor hygiene, inadequate clothing, hunger, tiredness, untreated medical needs, inappropriate supervision, persistent non-attendance, changes in presentation and behaviour, or a pattern of unmet physical or emotional needs.

Recognising and Responding to Abuse and Neglect

All staff and volunteers must be familiar with the indicators of abuse, neglect and exploitation and must report concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.

Staff must not wait until they have sufficient evidence or proof before reporting a concern. It is the responsibility of the DSL and relevant safeguarding partners to assess the concern and determine the appropriate response.

Staff will understand that:

- *a child may not recognise that they are being abused or may not disclose abuse directly;*
- *children may communicate concerns through their behaviour, presentation, attendance, relationships or changes in mood;*
- *a child may experience more than one form of abuse at the same time;*
- *abuse may be linked to circumstances and risks outside the family home;*
- *abuse may be perpetrated by adults or by other children;*
- *children who cause harm may themselves have experienced abuse, neglect, exploitation or other adversity and must be treated as children in need of safeguarding support;*
- *harmful behaviour must nevertheless be taken seriously and appropriate action taken to protect other children;*
- *risk assessments will be undertaken where a child's behaviour presents a risk to themselves, another person or the school environment;*
- *technology is a significant component of many safeguarding and wellbeing concerns, including online abuse, cyberbullying, grooming, exploitation, radicalisation and the creation or sharing of sexual images; and*
- *safeguarding concerns must be considered in the context of the child's wider life, including home, school, peer groups, community and online environments.*

The school will seek to understand the child's voice, wishes, feelings and lived experience and will take these into account when deciding how best to safeguard and support them.

All staff and volunteers must be aware that safeguarding risks and methods of abuse can change and develop. Staff will receive appropriate safeguarding training and updates so that they remain aware of current and emerging safeguarding concerns.

Specific Safeguarding Issues

Specific safeguarding issues include, but are not limited to:

- *child-on-child abuse;*
- *bullying and cyberbullying;*
- *sexual harassment and sexual violence;*
- *harmful sexual behaviour;*
- *domestic abuse;*
- *child sexual exploitation;*
- *child criminal exploitation, including county lines;*
- *modern slavery and trafficking;*
- *female genital mutilation (FGM);*
- *so-called honour-based abuse;*
- *forced marriage;*
- *radicalisation and extremism;*
- *serious violence;*
- *online abuse and exploitation;*
- *the sharing of nude or semi-nude images;*
- *grooming;*
- *neglect;*
- *physical, emotional and sexual abuse;*
- *child-to-parent or caregiver abuse;*
- *mental health and safeguarding concerns;*
- *children missing education or persistently absent from school;*
- *risks associated with gangs and organised crime;*
- *abuse linked to family circumstances;*
- *harmful or inappropriate online content and relationships; and*

- *multiple, cumulative or contextual safeguarding concerns.*
Staff must report any concerns relating to these or other safeguarding matters to the DSL or Deputy DSL in accordance with the school's safeguarding procedures.

Specific issues include (but are not limited to):

9. 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 recognises that children can be victims of domestic abuse in their own right where they see, hear or otherwise experience the effects of domestic abuse. Domestic abuse can have a serious and long-lasting impact on children's emotional wellbeing, development, behaviour, safety and education. All staff will remain alert to signs that a child may be experiencing or affected by domestic abuse and will follow the school's safeguarding and child protection procedures where concerns arise.

The school participates in Operation Encompass, the statutory information-sharing scheme between the police and educational settings. Under the statutory duty, the police notify a child's educational setting where they have reasonable grounds to believe that a child may be a victim of domestic abuse following police attendance at a domestic abuse incident in the child's household.

Operation Encompass applies to children connected to the household, including children who were not physically present at the incident or who may normally live in another household. The purpose of the notification is to enable the school to have timely and relevant information about the child's circumstances and to provide appropriate support and safeguarding in accordance with the child's individual needs.

An Operation Encompass notification does not replace the school's statutory safeguarding procedures or the need to make a referral to children's social care or the police where appropriate. Where there are concerns about a child's welfare or

safety, the Designated Safeguarding Lead (DSL) and/or their deputies will follow the school's safeguarding procedures and liaise with the relevant safeguarding partners and other agencies as required.

The school is committed to working effectively with the police and other agencies to support children affected by domestic abuse and to ensure that information received through Operation Encompass is managed appropriately and shared on a need-to-know basis.

The lead person for Operation Encompass is **Sarah Currie**.

Further information about Operation Encompass is available at [Operation Encompass](#).

10. Homelessness

Ormskirk West End Primary School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputy DSLs will be aware of the contact details and referral routes for the Local Housing Authority so that concerns can be raised and progressed at the earliest opportunity.

Staff will be alert to indicators that a family may be at risk of homelessness, including:

- household debt;
- rent arrears;
- domestic abuse;
- anti-social behaviour;
- a family being asked to leave their property;
- changes in accommodation or living arrangements;
- temporary accommodation or emergency accommodation; and
- a child or young person presenting as having no stable or suitable place to live.

Where appropriate, the school will discuss concerns with or make a referral to the Local Housing Authority and will work with housing services and other relevant agencies to support the child and family.

A referral to or discussion with the Local Housing Authority will not replace a referral to Children's Social Care where there are concerns about a child's welfare, abuse or neglect, or where the child may be at risk of harm.

Where a child aged 16 or 17 is living independently or is at risk of homelessness, the DSL will work with Children's Social Care and the Local Housing Authority to ensure that appropriate safeguarding and support arrangements are considered.

The school will consider the impact of homelessness or housing instability on the child's education, attendance, wellbeing, safety and wider safeguarding needs.

Where a child is placed in temporary accommodation, the school will consider any information received through local authority notification arrangements and will ensure that any safeguarding concerns are acted upon promptly.

The school recognises that children living in temporary accommodation or experiencing homelessness may be particularly vulnerable to additional safeguarding concerns, including neglect, domestic abuse, exploitation, poor attendance, loss of educational stability and difficulties accessing health and other support services.

Where the school becomes aware that a child has been placed in temporary accommodation, the DSL will consider whether any additional safeguarding, pastoral, attendance, educational or multi-agency support is required.

The school will maintain appropriate records of safeguarding concerns, referrals and actions taken in relation to homelessness and housing instability.

The school will continue to follow its safeguarding procedures where a child is homeless or at risk of homelessness and will not delay action where there is an immediate concern about the child's safety or welfare.

11. Children absent from education

Staff will be aware that children being absent from education for prolonged periods and/or on repeat occasions can be a vital warning sign of safeguarding issues, including neglect, child sexual exploitation and child criminal exploitation, particularly county lines.

Staff will remain alert to children who are persistently or severely absent, or whose absence is otherwise a cause for concern. Concerns will be reported to the DSL in accordance with the school's safeguarding and attendance procedures.

The school will work with the local authority and other relevant agencies where absence indicates safeguarding concerns. Where a child is already known to children's social care, the school will consider whether absence increases known safeguarding risks within the family or community.

The school will follow the Department for Education statutory guidance *Working together to improve school attendance* and the statutory guidance *Children missing education*, including local authority procedures for children who may be missing education.

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

Ormskirk West End Primary School will follow local guidance when children go missing from home:

<https://www.safeguardingpartnership.org.uk/missing-from-home-protocol-trigger-plan/>

12. Children attending an approved educational activity

An approved educational activity is an activity approved by the school and recorded in accordance with the current school attendance requirements. This may include an educational visit, trip, supervised sporting activity, work experience or attendance at another educational setting.

The school remains responsible for appropriate safeguarding arrangements for pupils taking part in approved off-site activities. Activities will be appropriately planned and risk assessed where required, and the school will ensure that attendance is monitored and that clear communication arrangements are in place with the provider and accompanying adults.

All relevant school safeguarding and other policies continue to apply during approved educational activities.

Remote education is not an approved educational activity for attendance registration purposes. Pupils receiving remote education while absent from school will be recorded using the appropriate attendance code, and the school will monitor their engagement in accordance with its attendance arrangements.

The school will follow the current Department for Education statutory guidance *Working together to improve school attendance*.

13. Child criminal exploitation (CCE)

Child criminal exploitation (CCE) is a form of child 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. This may be in exchange for something the child needs or wants, for the financial or other advantage of the perpetrator or facilitator, or through violence or the threat of violence.

CCE can be committed or facilitated by an organised network or gang, and a child may identify as being part of the group. CCE can affect children of any gender. Children may also be moved for the purpose of exploitation, which may constitute trafficking and modern slavery.

The school recognises that a child cannot consent to being exploited, abused or trafficked and that children may not recognise that exploitation is taking place. Children who have been criminally exploited will be treated as victims, including where they have committed offences as a consequence of coercion or exploitation.

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 serious violence.
- Being coerced into carrying weapons.
- Being trapped through threats, violence or debt.

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

- Associating with other children or adults 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.
- Unexplained injuries or involvement in violence.
- Being found in accommodation or locations with which the child has no clear connection.
- Owing a debt or having obligations to exploiters.
- Having their bank account used to facilitate criminal activity.

Criminal exploitation of children can include County Lines. This is a geographically widespread form of harm involving drug networks or criminal networks using dedicated mobile phone lines to facilitate the supply of drugs, often across geographical areas. Children may be exploited to transport drugs, money or weapons.

Key indicators of potential involvement in county lines include:

- 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 to supply drugs, transport drugs or collect money.
- Being found in accommodation they have no connection with.
- Owing a debt to their exploiters.
- Having their bank account used to facilitate drug dealing.

Where CCE is suspected, staff will discuss the case with the DSL and local safeguarding procedures will be followed. Where exploitation or trafficking is suspected, relevant child protection and modern slavery referral procedures will be considered, including the National Referral Mechanism (NRM) where appropriate.

14. Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. This may involve an exchange for something the child needs or wants, financial or other advantage for the perpetrator or facilitator, or violence or the threat of violence.

CSE may be committed or facilitated by an organised network or gang. It can affect children of any gender and may involve children being moved for the purpose of exploitation. Exploitation may constitute modern slavery.

CSE may be a one-off occurrence or a series of incidents over time and may involve force, enticement or other methods of compliance. A child may not recognise that they are being exploited and may believe that they are in a genuine relationship.

The school recognises that pupils may not realise they are being exploited and may believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil may be 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 disengaging from education.
- 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.

15. Concealed and Denied Pregnancy

A concealed pregnancy is when a woman knows she is pregnant but does not tell anyone; or when she tells a professional but conceals the fact that she is not accessing antenatal care; or when she tells another person or persons and together they conceal the fact from all agencies.

A denied pregnancy is when an expectant mother is unaware of or unable to accept the existence of her pregnancy. Physical changes to the body may not be present or may be misconstrued. There may be a number of reasons why a pregnancy is concealed or denied, including fear of stigma or shame, sexual or domestic abuse, forced or sham marriage, fear of a child being removed or other personal circumstances.

Where there is a suspicion of a concealed or denied pregnancy, the school will treat this as a safeguarding concern and follow the procedures set out by the local Safeguarding Children Partnership arrangements. Advice will be sought from the DSL and referrals to children's social care or other agencies will be made where appropriate.

[Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership – Procedures](#)

Further training is available for staff regarding concealed or denied pregnancy.

[Concealed and Denied Pregnancy guidance](#)

16. Modern slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. It can include child criminal exploitation, child sexual exploitation, forced criminality 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, trafficking or exploitation.

Staff will be aware of the support available to victims of modern slavery and how to refer concerns through the National Referral Mechanism (NRM).

Where modern slavery or trafficking is suspected, the school will follow relevant child protection and modern slavery safeguarding procedures. The school will liaise with a First Responder Organisation where appropriate to support and request a referral to the NRM.

The DSL will ensure that safeguarding concerns are referred promptly and that the child's welfare remains the primary consideration.

17. 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 is 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 must share this information with the DSL and follow local safeguarding procedures, including referral to children's social care and/or the police where appropriate.

As outlined in Section 5B of the Female Genital Mutilation Act 2003, 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 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 children's social care as appropriate.

The mandatory reporting duty does not apply to suspected or at-risk cases, or where the individual is aged 18 or over. 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. Staff will recognise that individual indicators may not necessarily mean that a pupil is at risk, but a combination of indicators may increase concern.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- Coming from a community known to practise FGM.
- Having a mother or sister who has experienced FGM.
- Plans for a long holiday or travel abroad to a country where FGM is known to be practised.
- Family or community pressure to conform to traditional practices.
- Other indicators identified through local safeguarding procedures.

18. Honour-based abuse

FGM is included within the definition of honour-based abuse (HBA). HBA involves incidents or crimes committed to protect or defend the perceived honour of a family or community.

All forms of HBA are forms of abuse and will be treated and escalated as safeguarding concerns. Staff will be alert to signs that a child is at risk of HBA or has already experienced HBA and will consult with the DSL, who will activate local safeguarding procedures if concerns arise.

HBA can include forced marriage, FGM and other harmful practices, including breast ironing.

19. 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.

A lack of full and free consent can occur where a person does not consent or where they cannot consent, for example due to some forms of SEND.

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

It is also a criminal offence to cause a child to marry before the age of 18, including where violence, threats or another form of coercion are not used. This applies to both legally recognised marriages and non-binding or unofficial marriages.

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 children's social care, the police or the Forced Marriage Unit.

It will be made clear to staff members that they should not approach the pupil's family, wider family or those with influence in the community without first discussing the concern with the DSL and obtaining appropriate safeguarding advice, as this may alert others to the concerns and place the pupil in further danger.

20. Extremism and Radicalisation

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.

For the purposes of this policy, "extremism" refers to 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;
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.

Staff will be alert to changes in pupils' behaviour or circumstances 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 and national incidents that may heighten the activity of extremist groups or cause increased curiosity among children.

The school will ensure that it engages 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 about appropriate 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 appropriate Prevent training, including Lancashire Prevent partnership training where applicable. All other staff should complete the online Home Office Prevent training as a minimum.

The DSL and the Prevent Lead will 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.

The Online Safety Policy will support the safeguarding of children online by ensuring that appropriate filtering and monitoring systems and supervision are in place to help prevent pupils from accessing terrorist and extremist material when using the internet.

DSLs will understand when it is appropriate to make a referral to the Channel programme and will be aware of how to do so.

The school will follow the current Prevent Duty Guidance, local Prevent arrangements and the safeguarding procedures of the local Safeguarding Children Partnership.

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.

Ormskirk West End 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 referral process -



Prevent%20&%20Channel%20referral%20

Prevent Lead	Sarah Currie
Prevent Governor Lead	Paula Sharples
Prevent Curriculum Lead	Charlotte O'Toole

21.Private fostering

Private fostering is an arrangement where a child under the age of 16, or under 18 where the child is disabled, is cared for and provided with accommodation by someone who is not a parent, grandparent, aunt, uncle, step-parent or other relative, and the arrangement continues for 28 days or more.

The school will be alert to children who may be living in private fostering arrangements and will recognise that a child may not always disclose or understand that their living arrangements constitute private fostering.

Where the school becomes aware of a pupil who may be privately fostered, the DSL will ensure that the local authority is notified as soon as possible. This will enable the local authority to make any necessary enquiries and ensure that the child is appropriately safeguarded.

Private fostering arrangements do not remove the school's responsibility to follow normal safeguarding procedures. Where there are concerns that a child is suffering, or is likely to suffer, harm, the school's child protection procedures will be followed and a referral to children's social care will be made where appropriate.

22.Pupils with family members in prison

Pupils who have a family member in prison may experience a range of emotional, social, financial and educational difficulties. The school will recognise that these pupils may require additional pastoral and safeguarding support.

Where appropriate, pupils will be offered an opportunity to discuss their circumstances, questions and concerns with a trusted member of staff and will be provided with appropriate pastoral support.

The school will consider the individual needs and circumstances of the pupil and will work with parents/carers and relevant agencies where appropriate.

Where suitable, pupils may be provided with information from the National Information Centre on Children of Offenders (NICCO), including resources for children and young people who have a family member in prison.

Any safeguarding concerns relating to a pupil with a family member in prison will be dealt with in accordance with the school's normal safeguarding and child protection procedures.

23. Child-on-child abuse, including sexual violence and sexual harassment

Child-on-child abuse is abuse that takes place between children and can occur between children of any age and gender. It can take place inside or outside of school, including online.

Ormskirk West End Primary School has a zero-tolerance approach to abuse, including child-on-child abuse. Abuse will never be dismissed as "banter", "just having a laugh", "part of growing up" or anything similar.

The school will refer to Keeping Children Safe in Education 2026, including Part Five: Child-on-child sexual violence and sexual harassment, together with relevant Lancashire safeguarding procedures and guidance.

[5.31 Peer Abuse – Lancashire Safeguarding Children Partnership](#)

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. Staff will recognise that the absence of reported cases does **not** mean that child-on-child abuse is not occurring.

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

Child-on-child abuse can take many different forms, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse within intimate personal relationships between peers.
- Physical abuse, including where an online element facilitates, threatens or encourages physical abuse.
- Sexual violence, including where an online element facilitates, threatens or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be a standalone incident 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, including activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, which may also include an online element.

All staff will be clear about the school's policies 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.

24.Serious Violence

Ormskirk West End Primary School recognises that serious violence is a safeguarding concern. It may involve physical assault, carrying, threatening with or using weapons, including knives, and may occur in the context of peer conflict, bullying, criminal exploitation or other forms of child-on-child abuse.

All staff should remain alert to signs that a child may be at risk of, or involved in, serious violence. This includes concerns about a child carrying or using a weapon, expressing an intention to use a weapon, being threatened with violence, being involved in violent incidents, or being vulnerable to exploitation by individuals or groups.

Staff should report any concerns about serious violence promptly to the Designated Safeguarding Lead (DSL) or Deputy DSL. The DSL will assess the concern and take appropriate action, which may include consideration of immediate safety measures, de-escalation of peer conflict, early help, referral to Children's Social Care, liaison with other safeguarding partners and, where appropriate, contact with the police.

The school recognises that children involved in serious violence may be victims as well as perpetrators. A safeguarding response will therefore consider the needs, vulnerability and circumstances of both the child who has been harmed and the child who has caused harm.

Staff should be particularly alert to risk factors and indicators which may increase a child's vulnerability to serious violence. These may include:

- frequent or persistent absence from education;
- disrupted education, including suspensions, permanent exclusion or time spent in alternative provision;
- a history of offending or involvement in criminal activity;
- association with individuals or groups involved in violence or criminal exploitation;
- involvement in gangs, county lines or other forms of criminal exploitation;
- changes in behaviour, friendships or presentation;
- unexplained injuries or possessions;
- carrying or being suspected of carrying a weapon;
- threats or expressions of intent to harm others;
- involvement in bullying, peer conflict or violent incidents;
- declining engagement or attainment;
- increased vulnerability outside the school day, including before or after school; and
- other contextual factors indicating that a child may be at increased risk of becoming a victim or perpetrator of serious violence.

The school will seek to identify concerns at the earliest opportunity and provide appropriate support and intervention. This may include a trusted adult, pastoral support, social and emotional support, work on managing conflict and emotions, mentoring or targeted support where available.

Where serious violence presents an immediate risk of significant harm, the school will take immediate action to protect children and will contact the emergency services where appropriate.

The school will work with parents/carers and relevant safeguarding partners where this is appropriate and safe to do so. Information will be shared lawfully and proportionately where this is necessary to safeguard children and promote their welfare.

Staff should remember that a child displaying violent behaviour may themselves be experiencing abuse, exploitation, trauma or other vulnerabilities. Any underlying safeguarding concerns must therefore be considered alongside the immediate behaviour and risk.

The school will use local safeguarding arrangements and relevant local and national guidance when responding to concerns about serious violence, including knife crime, weapons, criminal exploitation and gang-related activity.

25.Children who may be particularly vulnerable

All staff will be aware of the heightened vulnerability of pupils with SEND and/or certain health conditions, who evidence suggests may be more likely to experience abuse from their peers.

Staff will not assume that possible indicators of abuse relate to a pupil's SEND or health condition and will always explore concerns further.

Staff will also be aware that pupils who are LGBTQ+, or who are perceived by their peers to be LGBTQ+, may be at increased risk of abuse. This includes pupils who may be perceived to be LGBTQ+ regardless of whether they identify as such.

The school's response to sexual violence and sexual harassment will be equally robust regardless of the sex or gender of the children involved.

Reporting concerns

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This will include the process for reporting concerns about friends or peers.

Pupils will be reassured that reports will be taken seriously, that they will be supported and that appropriate steps will be taken to keep them safe.

The school's arrangements for reporting and responding to child-on-child abuse will be reviewed regularly by Sarah Currie.

The school's procedures for managing allegations of child-on-child abuse are outlined in the Ethos, Ethics and Positive Behaviour Policy and Anti-Bullying Policy.

Responding to reports

When responding to an allegation of child-on-child abuse, the school will consider:

- The wishes and feelings of the victim in terms of how they want to proceed.
- The nature of the alleged incident.
- The ages of the children involved.
- The developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off occurrence or forms part of a sustained pattern of abuse.
- Any ongoing risks to the victim, other children or staff.
- Any contextual safeguarding issues.
- Whether the alleged perpetrator may also be a victim of abuse or may have additional safeguarding needs.
- The impact on the wider school community.

The school will take a child-centred approach and will consider the individual circumstances of each case. The school will not make assumptions about the seriousness of an incident based solely on the age or gender of the children involved.

26. Sexual violence and sexual harassment

Following a report of sexual violence, the Designated Safeguarding Lead (DSL) or deputy will make an immediate risk and needs assessment.

The assessment will consider:

- The victim.
- The alleged perpetrator.
- Other children who may be affected.
- Any relevant staff or adults where appropriate.
- The nature and circumstances of the alleged incident.
- Any ongoing risks to the victim or other pupils.
- Any safeguarding or contextual factors.

Where relevant, a written risk assessment will be completed, informed by the voice and wishes of the children involved, and shared with relevant staff on a need-to-know basis.

Risk assessments will be kept under review and updated whenever circumstances change and at least termly where they remain in place.

The school will work with parents/carers and relevant safeguarding partners where appropriate, taking into account the need to protect the confidentiality and safety of the children involved.

The school will follow KCSIE 2026 Part Five: Child-on-child sexual violence and sexual harassment and relevant local safeguarding procedures.

27. Online Safety

Ormskirk West End Primary School is committed to keeping children safe online. The school recognises that online safety is an integral part of safeguarding arrangements and that technology is often a significant factor in many safeguarding issues, including child-on-child abuse, bullying, child sexual exploitation, child criminal exploitation, radicalisation, grooming and abuse.

The school will maintain an effective approach to online safety which protects and educates pupils and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate.

The school will ensure that online safety is embedded throughout the curriculum and safeguarding arrangements. As part of a broad and balanced curriculum, pupils will receive age- and developmentally appropriate education about online risks and how to stay safe online.

This will include teaching pupils about:

- inappropriate, harmful and illegal online content;
- online grooming and contact with strangers;
- cyberbullying, harassment and abuse;
- sharing of personal information and location;
- the risks associated with social media, gaming, livestreaming, messaging and other online platforms;
- sharing nudes and semi-nudes and the risks associated with self-generated intimate images;
- online sexual abuse, exploitation and sextortion;
- pornography and age-inappropriate sexual content;
- misinformation, disinformation and conspiracy theories;

- deepfakes and other AI-generated or manipulated content;
- misogynistic, extremist and other harmful online content and influencers;
- online scams, fraud and other forms of cybercrime;
- the potential consequences of online behaviour, including legal, reputational and safeguarding consequences;
- how to recognise when online behaviour is becoming harmful or unsafe;
- how and when to report concerns and seek help from a trusted adult.

The school will ensure that pupils understand that online safety concerns can happen both inside and outside school and that concerns arising from online activity outside school will be managed in accordance with the school's safeguarding and online safety procedures.

Filtering and monitoring

The school will ensure that appropriate filtering and monitoring systems are in place on all school-owned and managed devices and networks to protect pupils from accessing inappropriate, harmful or illegal content.

Filtering and monitoring systems will be regularly reviewed and tested to ensure that they remain effective and appropriate for the school's safeguarding needs. The governing board/body and school leadership will review the effectiveness of filtering and monitoring arrangements at least annually.

The school will maintain appropriate records and evidence to demonstrate that filtering and monitoring systems are working effectively across relevant devices and locations.

Filtering and monitoring will not be relied upon as the sole means of keeping pupils safe online. Staff will understand that effective supervision, education, professional curiosity and appropriate intervention remain essential.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Expectations and responsibilities relating to filtering and monitoring will be made clear to staff as part of induction and safeguarding training.

The school will consider the safeguarding implications of emerging technologies, including artificial intelligence (AI), and ensure that filtering and monitoring arrangements and relevant policies are appropriately applied to the use of AI.

Online safety incidents outside school

When the school becomes aware of an online safety concern which has occurred outside of school, it will be managed in accordance with the school's safeguarding, online safety and behaviour policies.

Where appropriate, the school will consider whether an online incident is linked to wider safeguarding concerns, including bullying, child-on-child abuse, sexual harassment, sexual violence, child criminal exploitation, child sexual exploitation, radicalisation, domestic abuse or other forms of abuse.

The DSL and deputy DSLs will consider the wider context of incidents and will provide relevant contextual information when making referrals to Children's Social Care, the police or other agencies.

Personal electronic devices

The use of personal electronic devices, including mobile phones, smartwatches, cameras and tablets, by staff, pupils, visitors, volunteers and students will be managed in accordance with the school's Acceptable Use of Internet, Computers and Email Policy and other relevant school policies.

Staff, visitors, volunteers and students must not use personal mobile phones or other personal devices to take or record images or videos of pupils unless specifically authorised in accordance with school procedures.

Where photographs or videos involve pupils who are looked-after children, previously looked-after children, adopted pupils or pupils for whom there are particular security concerns, the headteacher will liaise with the DSL to determine the appropriate safeguards.

Staff will report concerns about pupils' or other staff members' use of personal electronic devices to the DSL in accordance with the school's safeguarding procedures.

Artificial intelligence and manipulated content

The school recognises that artificial intelligence and other technologies can create new safeguarding risks, including the creation and distribution of manipulated images, deepfakes, harmful or abusive content and self-generated intimate images.

Pupils will be taught, in an age- and developmentally appropriate way, that images, videos, audio and other online content may be manipulated or generated using AI and may not represent real events or people.

Staff will remain alert to safeguarding concerns involving AI-generated or manipulated content and will refer concerns to the DSL.

Where AI or other technology is used to create sexualised or abusive images involving a child, this will be treated as a safeguarding concern and managed in accordance with the school's child protection procedures.

The school's filtering, monitoring, acceptable use and safeguarding arrangements will apply to the use of AI and other emerging technologies.

Misinformation, disinformation and conspiracy theories

Pupils at Ormskirk West End Primary School will be taught to think critically about information they encounter online and to recognise that not all online content is accurate, reliable or trustworthy.

Pupils will be supported to understand the difference between misinformation, disinformation and conspiracy theories and will be encouraged to question sources, check information using reliable sources and seek support from a trusted adult when they are unsure.

The school will promote respectful dialogue, critical thinking and responsible digital citizenship and will consider whether exposure to harmful online content is linked to wider safeguarding concerns.

Upskirting

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

Upskirting will not be tolerated by the school. Any incident will be reported to the DSL and managed as a safeguarding concern. The DSL will consider the appropriate response, which may include referral to Children's Social Care and/or the police.

Sharing nudes and semi-nudes

The school recognises that children and young people may create or share nude or semi-nude images, videos or livestreams. This may occur through social media, gaming platforms, messaging applications, group chats, forums or other online services.

The school will use the term sharing nudes and semi-nudes and will recognise that this may involve consensual or non-consensual sharing and may include images which have been manipulated or generated using technology or artificial intelligence.

All staff will understand that sharing nudes and semi-nudes involving children is a safeguarding concern and must be reported to the DSL immediately.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour which is developmentally expected and behaviour which is inappropriate, abusive or harmful.

Where a member of staff becomes aware of an incident involving the sharing of nudes or semi-nudes, they will:

- report the concern to the DSL immediately;
- not view, copy, print, share, store or save the imagery;
- not ask the child or young person to send or download the imagery;
- not ask the child or young person to show the imagery;
- not delete the imagery or ask the child or young person to delete it;
- respond calmly and positively without blaming or shaming the child;
- explain that the concern needs to be reported and reassure the child that they will receive support.

If a member of staff accidentally views an image, they must report this to the DSL immediately and seek support.

The DSL will establish the circumstances surrounding the incident without viewing the imagery wherever possible and will assess the safeguarding risks and whether the incident is experimental or aggravated.

The DSL will consider factors including:

- whether an adult is involved;
- whether there is coercion, blackmail, grooming or exploitation;
- whether there is an intent to harm;
- whether the image has been shared beyond the original recipient;

- whether the child is being threatened or pressured;
- whether there are links to sexual exploitation or criminal exploitation;
- whether the child is at risk of further harm;
- the age and developmental stage of the children involved;
- whether the incident forms part of wider child-on-child abuse.

The school will follow current national guidance on responding to incidents involving sharing nudes and semi-nudes and will make referrals to Children's Social Care and/or the police where appropriate.

Sextortion and financially motivated sexual extortion

The school recognises that children may be threatened or blackmailed into sending money, further images or complying with demands following the sharing or obtaining of nude or semi-nude images.

This may constitute financially motivated sexual extortion, commonly referred to as sextortion, and is a form of child sexual abuse.

Staff will be alert to indicators including a child becoming distressed, withdrawn, anxious or secretive about online activity; unexplained financial demands; sudden changes in behaviour; or concerns about threats relating to images or videos.

Any concerns about sextortion will be reported immediately to the DSL and managed as a safeguarding concern. The school will follow current national guidance and will involve the police and/or Children's Social Care where appropriate.

Online harms and contextual safeguarding

The school recognises that online harms can occur alongside other safeguarding concerns and may involve children both as victims and as perpetrators of harmful behaviour.

When considering online safeguarding incidents, the DSL and staff will consider the wider context, including:

- the child's relationships and peer groups;
- online and offline behaviour;
- exposure to harmful or extremist content;
- bullying and harassment;

- child-on-child abuse;
- child criminal exploitation and county lines;
- child sexual exploitation;
- sexual harassment and sexual violence;
- domestic abuse;
- radicalisation;
- misogynistic or extremist online content;
- contact with unknown adults;
- the use of gaming platforms, social media and messaging applications;
- the child's SEND, communication needs or other vulnerabilities.

The school will provide as much relevant contextual information as possible when making referrals to Children's Social Care, the police or other agencies.

Staff training and awareness

All staff will receive appropriate safeguarding training and will be made aware of the online risks faced by children.

Staff will understand that technology and online harms change rapidly and will maintain professional curiosity when considering whether a safeguarding concern may have an online element.

The school will provide regular updates and training where necessary to ensure that staff understand current online risks, including emerging risks associated with artificial intelligence and manipulated content.

The school will ensure that pupils know who they can speak to if they are worried about something that has happened online and will promote a culture where children feel able to report concerns without fear of blame or shame.

Online safety will be considered as part of the school's wider safeguarding arrangements, curriculum, behaviour arrangements, relationships and health education, acceptable use arrangements, filtering and monitoring arrangements and child protection procedures.

28.Alternative provision

Ormskirk West End Primary School remains responsible for safeguarding and promoting the welfare of pupils who are placed in alternative provision.

Before placing a pupil with an alternative provider, the school will undertake appropriate safeguarding due diligence and obtain written assurance from the provider that:

- appropriate safer recruitment and safeguarding checks have been completed on staff and other adults working with pupils;
- appropriate DBS and other suitability checks have been undertaken where required;
- the provider has effective safeguarding and child protection policies and procedures;
- the provider has appropriate arrangements for managing allegations and low-level concerns about adults;
- the provider has appropriate behaviour, attendance and online safety arrangements;
- the provider has appropriate arrangements for responding to safeguarding concerns and making referrals;
- there are clear arrangements for sharing information and concerns between the provider and the school;
- the school will be informed promptly of any safeguarding concern, absence, incident or change in circumstances affecting the pupil;
- the provider has appropriate arrangements for recording and retaining safeguarding information.

The school will satisfy itself that the alternative provision is suitable and safe for the individual pupil, taking into account the pupil's age, needs, SEND, vulnerabilities and any known safeguarding concerns.

The school will maintain appropriate records of the checks and assurances obtained from alternative providers.

The school will maintain regular contact with the alternative provider and will monitor the pupil's attendance, welfare and progress. Where appropriate, the school will visit the provision and/or speak directly with the pupil to ensure that the placement remains safe and suitable.

Where a pupil fails to attend alternative provision, the school will ensure that appropriate enquiries are made promptly to establish the pupil's whereabouts and welfare and will consider whether the absence indicates a safeguarding concern.

Where alternative provision is delivered online, the school will ensure that appropriate safeguarding, filtering, monitoring, supervision and online safety arrangements are in place and that the provision is suitable for the pupil.

Any safeguarding concerns arising from alternative provision will be managed in accordance with the school's safeguarding procedures and, where necessary, referred to Children's Social Care, the police or other appropriate agencies.

The school will regularly review alternative provision arrangements and will take action where there are concerns about the safety, quality or suitability of the provision.

29. Managing referrals

All staff, and particularly the DSL and deputy DSLs, will be familiar with the local arrangements for making referrals to Children's Social Care, the police and other relevant agencies.

All staff will understand that safeguarding is everyone's responsibility and that they should act immediately if they have a concern about a child. Staff will report concerns to the DSL or deputy DSL in accordance with the school's safeguarding procedures.

Where a concern requires a referral to Children's Social Care, the police or another agency, the DSL will ensure that the referral is made promptly and in accordance with local safeguarding arrangements.

The school will provide all relevant and appropriate information when making a referral. Information will be shared lawfully, proportionately and on a need-to-know basis. The school will not delay sharing information where doing so could place a child at further risk of harm.

The DSL will maintain appropriate records of referrals, including:

- the nature of the concern;
- information shared;
- the agency to which the referral was made;
- the date and time of the referral;
- the name and role of the person receiving the referral, where known;
- the actions agreed;
- the outcome of the referral;
- any follow-up action required.

The DSL will maintain effective liaison with Children's Social Care, the police, health services and other agencies involved in safeguarding the child.

Where a concern involves a criminal investigation, the school will work appropriately with the police and other agencies and will avoid taking action that could compromise an investigation or criminal proceedings.

The school will not wait for the outcome of an investigation before taking appropriate action to protect a child or other pupils from harm.

Where Children's Social Care decide that a statutory social care response is not appropriate, the school will consider whether further safeguarding concerns have arisen or whether the information available has changed. Where appropriate, the school will make a further referral or use local escalation procedures.

Where a statutory response is not considered appropriate and the school agrees with this decision, the school will consider whether other forms of support are appropriate, including community-based early help, targeted early help, pastoral support, SEND support or other services.

The wishes and feelings of the child will be considered throughout the referral and safeguarding process, in an age- and developmentally appropriate way. The child will be supported to understand, where appropriate, what actions are being taken and why.

The school will normally work in partnership with parents and carers and keep them informed of safeguarding concerns and actions where appropriate. However, parents or carers will not be informed where doing so may:

- place the child at increased risk of harm;
- place another person at risk;
- prejudice a police investigation or criminal proceedings; or
- otherwise compromise the effective safeguarding of the child.

Where the school is dissatisfied with the response to a safeguarding referral, or believes that a child remains at risk of harm, the DSL will follow the relevant local escalation and professional disagreement procedures.

The school will ensure that staff know how to access and use the Lancashire safeguarding escalation procedures.

30. Concerns about staff and safeguarding practices

All staff have a responsibility to raise concerns about the behaviour or conduct of another adult working in or on behalf of the school.

This includes concerns about:

- employees;
- supply staff;
- volunteers;
- contractors;
- agency staff;
- visitors;
- governors;
- students or trainees; and
- adults using or hiring the school premises where they are working with or otherwise have access to children.

Where a staff member has a concern about another adult's behaviour or conduct, they must report it promptly to the Headteacher.

Where the concern relates to the Headteacher, it must be reported to the Chair of Governors.

The welfare of the child is paramount and staff must not allow concerns about the reputation of an adult, the school or any organisation to prevent them from reporting a safeguarding concern.

The school will ensure that staff understand the difference between:

- allegations which may meet the harm threshold and require consideration by the Local Authority Designated Officer (LADO);
- concerns which do not meet the harm threshold but should be managed as low-level concerns; and
- concerns about safeguarding practices which may require escalation or whistleblowing.

Where there is uncertainty about whether a concern meets the harm threshold, the Headteacher or appropriate senior leader will seek advice from the LADO.

Where the concern relates to the Headteacher, the Chair of Governors will seek advice from the LADO as appropriate.

Where a concern about safeguarding practice cannot be resolved internally, the school will use appropriate local escalation procedures.

The school will ensure that staff have access to the school's Whistleblowing Policy and understand how to raise concerns if they feel unable to do so through normal management arrangements.

Staff will also be aware that they may raise safeguarding concerns through appropriate external whistleblowing channels where necessary.

The school will ensure that concerns are handled sensitively, fairly and confidentially, with information shared only with those who need to know.

Allegations of abuse against staff and low-level concerns

Ormskirk West End Primary School has clear procedures for managing allegations and concerns about adults who work with children, in accordance with Keeping Children Safe in Education and local safeguarding procedures.

The school will ensure that allegations against staff, supply staff, volunteers, contractors, governors and other adults working in or on behalf of the school are dealt with promptly and appropriately.

The school will recognise the distinction between allegations that meet the harm threshold and concerns that do not meet the threshold, referred to as low-level concerns.

Allegations that meet the harm threshold

An allegation may meet the harm threshold where an adult working with children has:

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

Where an allegation may meet the harm threshold, the Headteacher, or the Chair of Governors where the allegation concerns the Headteacher, will contact the LADO for advice and follow the local procedures for managing allegations.

The school will not conduct its own investigation before consulting the LADO where the concern may meet the harm threshold, unless advised to do so by the appropriate safeguarding authority.

The school will cooperate fully with the LADO, Children's Social Care and the police where appropriate.

The school will take immediate action to safeguard children where necessary and will not allow an investigation to delay action required to protect a child from harm.

All staff and volunteers will understand that they have a duty to report concerns about an adult's conduct promptly.

Staff must report concerns about the Headteacher to the Chair of Governors.

The school will ensure that all relevant allegations are appropriately recorded and that information is shared on a need-to-know basis.

Concerns about adults working outside the school

Ormskirk West End Primary School recognises that children may disclose concerns about an adult who works with or has contact with children outside the school setting.

This may include an adult working in:

- a place of worship;
- a sports club;
- an extracurricular activity;

- a youth organisation;
- a childcare setting; or
- another position of trust.

The school will ensure that the child is safe and will refer the concern to the appropriate agency, including the LADO where the concern relates to an adult working with children and meets, or may meet, the relevant threshold.

Low-level concerns

Ormskirk West End Primary School recognises that the term low-level concern does not mean that the concern is insignificant.

A low-level concern is any concern, no matter how small, or even a concern which may only cause a sense of unease or a "nagging doubt", that an adult working in or on behalf of the school 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 refer to the LADO.

Examples may include, but are not limited to:

- being over-friendly with children;
- having favourites;
- taking photographs of children on a personal 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 without appropriate justification;
- using inappropriate language or humour;
- failing to maintain appropriate professional boundaries;
- humiliating, embarrassing or belittling pupils;
- having inappropriate contact with pupils through social media or other online platforms; or
- behaviour which could reasonably be interpreted as compromising professional boundaries.

All low-level concerns will be reported to the Headteacher.

Where the concern relates to the Headteacher, it will be reported to the Chair of Governors.

If there is uncertainty about whether a concern meets the harm threshold, the Headteacher or Chair of Governors will seek advice from the LADO.

The school will record all low-level concerns in accordance with its safeguarding procedures. Records will include the details of the concern, the context in which it arose, the action taken and the outcome.

Records of low-level concerns will be reviewed regularly to identify any patterns of behaviour, including patterns involving the same individual, the same child or different children.

Where a pattern of concerns emerges, the school will consider whether the concerns, taken together, indicate that the harm threshold may be met and will seek advice from the LADO where appropriate.

Low-level concerns will be stored securely and confidentially and information will only be shared with those who need to know.

The school will promote an open and transparent culture in which staff feel able and confident to report concerns.

Staff will also be encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, appears compromising or where, on reflection, they believe they have acted below the expected professional standards.

The school will ensure that expectations regarding professional behaviour and low-level concerns are clearly set out in the Staff Code of Conduct.

All staff will receive appropriate information and training on the school's procedures for reporting allegations and low-level concerns.

The school will ensure that safeguarding concerns are dealt with promptly, proportionately and fairly, while always prioritising the welfare of children.

31. Safer recruitment

Ormskirk West End Primary School is committed to safeguarding children by ensuring that adults who work in or on behalf of the school are suitable to do so.

The school will follow the safer recruitment requirements and guidance set out in the current edition of Keeping Children Safe in Education and other relevant statutory guidance.

The school recognises that safer recruitment is more than completing DBS checks. Recruitment processes will include appropriate consideration of a candidate's suitability to work with children, including their application, references, interview, employment history and relevant safeguarding information.

The school will ensure that:

- appropriate safeguarding and safer recruitment procedures are followed throughout the recruitment process;
- at least one member of every recruitment panel has completed appropriate safer recruitment training;
- appropriate pre-employment checks are completed before an individual starts work, unless legislation or statutory guidance permits otherwise;
- the identity of applicants is verified;
- appropriate DBS checks are undertaken in accordance with the requirements of the role;
- children's barred list checks are undertaken where required;
- prohibition checks are completed where required;
- appropriate checks of professional qualifications are completed where relevant;
- the individual's right to work in the UK is checked;
- appropriate additional checks are undertaken where an individual has lived or worked outside the UK;
- appropriate references are obtained and checked;
- employment history is appropriately considered and gaps are explored;
- shortlisted candidates are subject to an online search as part of the school's due diligence, and candidates are informed that this will take place;
- concerns arising from recruitment checks are appropriately assessed and recorded;
- written confirmation is obtained from agencies and third-party organisations where required to confirm that appropriate safeguarding checks have been completed;
- the identity of agency and third-party staff is verified;

- volunteers and contractors are subject to appropriate checks based on the nature of their role and level of contact with children;
- appropriate checks are undertaken for governors and trustees where required;
- safeguarding expectations are communicated to successful applicants as part of induction;
- appropriate arrangements are in place for staff who are subject to ongoing suitability concerns.

The school will maintain a Single Central Record (SCR) in accordance with Keeping Children Safe in Education.

The SCR will record the appropriate checks for staff and other relevant individuals, including, where applicable:

- identity checks;
- children's barred list checks;
- enhanced DBS checks;
- prohibition from teaching checks;
- professional qualification checks;
- right-to-work checks;
- checks undertaken on individuals who have lived or worked outside the UK; and
- other checks required by statutory guidance.

The school will ensure that the SCR is kept up to date and that appropriate records are maintained securely.

Where a volunteer is not subject to an enhanced DBS check, the school will undertake an appropriate risk assessment where required and record the decision and safeguarding measures put in place.

Where agency, supply or third-party staff are used, the school will obtain the required written assurances and will ensure that the relevant checks have been completed before the individual begins working with pupils.

Where an individual is removed from regulated activity, or would have been removed had they not left, the school will consider whether a referral to the Disclosure and Barring Service (DBS) is required.

The school will make a referral to the DBS where the statutory conditions for referral are met.

The school will seek advice from Human Resources, the LADO and/or the local authority safeguarding team where there is uncertainty about any aspect of safer recruitment or the suitability of an individual to work with children.

Childcare disqualification

Where applicable, the school will comply with the statutory requirements relating to disqualification from childcare under the Childcare Act 2006.

Where an issue is disclosed, the school will seek appropriate advice and take any required action in accordance with the relevant statutory guidance.

Transfer of control and use of school premises

Where another organisation uses or hires school premises and is not operating under the school's safeguarding policies and procedures, the school will ensure that appropriate safeguarding arrangements are established through a transfer of control or other appropriate agreement.

The school will seek appropriate assurance that external organisations have suitable safeguarding arrangements in place and will take action where those arrangements are inadequate.

Review of safer recruitment arrangements

The governing board will provide appropriate oversight of safer recruitment arrangements and will ensure that recruitment and safeguarding procedures are reviewed and updated in line with changes to statutory guidance.

The school will ensure that all staff understand their safeguarding responsibilities and that safeguarding remains a central consideration throughout recruitment, induction and employment.

32.Review

This Policy is subject to ongoing review; however, will be reviewed no later than September 2025. All staff have received a copy of this policy.

Key Contacts, Roles and Training		
Designated Safeguarding Lead	Sarah Currie	Relevant Training & Dates DSL lead training advanced 05/10/2026 Date of renewal: 05/10/2029
Deputy DSL (s)	Laura- Jean Horton	DSL lead training advanced 05/10/2026 Date of renewal: 05/10/2029
Head teacher	Sarah Currie	Safer recruitment training: 26/04/23 Date of renewal: 26/04/26
		Safer recruitment training 13/06/2025

Safeguarding Governor	Paul Sharples	Date of renewal: 13/06/2027
Family Support Officer	Molly Caunce	DSL lead training advanced 05/10/2026 Date of renewal: 05/10/2029
Prevent Lead	Sarah Currie	Training Date: 28/08/2026 Date of renewal: 28/08/2028

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	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