

WHOLE SCHOOL POLICY FOR SAFEGUARDING & CHILD PROTECTION

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ELLEL ST JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL
'Loving, living and learning in the light of Christ'



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

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

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

Ellel St. John's CofE Primary School fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered pupils at our school. This policy applies to all stakeholders; pupils, staff, parents, governors, volunteers and visitors.

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.

The Children Acts 1989 and 2004, states a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit Ellel St. John's CofE Primary School as well as all pupils of school.

KEY AREA	
Law and Guidance	<ul style="list-style-type: none"> • <u>Education Act 2002</u>: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. • Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school. • <u>Working Together to Safeguard Children 2018</u> sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies • <u>Keeping Children Safe in Education 2025</u>: Statutory guidance for schools and colleges 2021 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges should do and sets out the legal duties with which schools must comply • <u>What to do if you are worried a child is being abused</u> • <u>https://www.safeguardingchildren.co.uk/wp-content/uploads/2020/04/Guidance-For-Safer-Working-Practice-COVID-addendum-April-2020.pdf</u> • <u>The Children Act 1989</u> • <u>The Children Act 2004</u>
Ethos	<p>Ellel St. John's CofE Primary School recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff, volunteers and governors contribute to an ethos where children feel secure and safe

	<ul style="list-style-type: none"> • ALL children have opportunities to communicate and know that they are listened to • ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe • ALL children know that they can communicate with any adult in school if they are worried or in difficulty • ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe • ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential • ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, pupils and professionals.
Roles & Responsibilities	<p>Ellel St. John's CofE Primary School is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:</p> <p>All adults, including volunteers, working in or on behalf of the school will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding that safeguarding is everyone's responsibility • Maintain and demonstrate a mind set of "it could happen here" • Do all they can within the capacity of their role, to keep ensure that children are protected from harm • ALL staff are fully aware of the importance of mental health in relation to safeguarding and are aware of the addition of mental health in the definition of safeguarding. (Definition above.) • All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation • Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care • Do all they can within the capacity of their role, to ensure that children have the best outcomes • Report cases of suspected abuse or concerns to the DSL. This will be done as soon as possible using the school's agreed format of recording and reporting incidents or concerns on CPOMS. • Report lower level concerns to the DSL • Monitor all pupils, particularly those that are deemed vulnerable • Report any concerns regarding adults conduct to the DSL – Mrs Jo FitzGerald • All staff, if they have concerns, should act immediately and should always speak to the DSL or Deputies – Mrs Sarah Massey, Mrs Helen Quinn and Mrs Gemma Tyson, recognising that early information sharing is vital in keeping children safe. In exceptional circumstances staff will consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available as all staff are aware that ANYBODY can make a referral. • All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. <p>The Governing Body will:</p> <ul style="list-style-type: none"> • Ensure that the policies, procedures and training in Ellel St. John's CofE Primary School are effective and comply with the law at all times • Ensure that safeguarding policies and procedures are followed by all staff • Put in place safeguarding responses in cases where children go missing from education

- Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, training, resources and time to carry out their role
- Ensure the school or college contributes to inter-agency working in line with statutory guidance [Working together to safeguard children 2018](#)
- Ensure that safeguarding procedures take into account local guidance including [Lancashire Continuum of Need and Thresholds Guidance](#)
- Ensure that staff members undergo safeguarding training at induction
- Ensure that DSLs and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with [Keeping Children Safe in Education 2025](#)
- Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place: (see Online Safety Policy)
- Ensure that safeguarding is embedded within the curriculum
- Prevent people who pose a risk of harm from working with children
- Ensure there are procedures in place to manage allegations against teachers, head teachers, principals, volunteers and other staff including supply staff
- Ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as child on child abuse and safeguarding children with disabilities and special educational needs
- Ensure that all practice and procedures operate with the **best** interests of the child at their heart
- Appoint a designated teacher to promote the education of CLA: Mrs Helen Quinn
- Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA.

The DSL will:

Be fully familiar with the role of the DSL as detailed in Keeping Children Safe in Education 2025, Annex B and adhere to this role. This includes but is not conclusive to:-

- take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- act as a point of contact with the 3 safeguarding partners
- manage referrals to Children's Social Care, Police and other agencies including Channel
- work together with other agencies in order to improve outcomes for children
- attend DSL training every 2 years
- undertake Prevent awareness training
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding throughout school and act as a point of support for all staff
- ensure that this policy is reviewed annually and is available publicly
- maintain, update and amend the school's safeguarding portfolio regularly
- ensure that parents are aware of schools responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely
- be available during school hours
- arrange cover of DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings
- be provided with appropriate support and supervision in order to carry out the role safely and effectively
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).
- be responsible for the sharing of child protection files when a child moves to a new school or college
- liaise with the Local Authority Personal Advisors for any Care Leavers.

	Note: Deputy DSLs should be trained to the equivalent standard as DSLs.
Definitions	<p>The terms “children” and “child” refer to anyone under the age of 18.</p> <p>The purpose of this safeguarding policy is to ensure every pupil at Ellet St. John’s is safe and protected from harm. The Department for Education (DfE) ‘Keeping Children Safe in Education’ (September 2025), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:</p> <ul style="list-style-type: none"> • 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. <p>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); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.</p> <p>For the purposes of this policy, “sexual violence” refers to the following offences as defined under the Sexual Offences Act 2003:</p> <ul style="list-style-type: none"> • Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents. • Assault by penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents. • Sexual assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents. • Causing someone to engage in sexual activity without consent: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. <p>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:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – The consensual and non-consensual sharing of nude and semi-nude images and/or videos. – Sharing unwanted explicit content. – Upskirting. – Sexualised online bullying.

	<ul style="list-style-type: none"> – Unwanted sexual comments and messages, including on social media. – Sexual exploitation, coercion, and threats. <p>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.</p> <p>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. Indecent imagery is defined as an image which meets one or more of the following criteria:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>
<p>Induction, Training & Updates</p>	<p>Ellel St. John's CofE Primary School is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:</p> <ul style="list-style-type: none"> • All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively. • ALL staff and volunteers will receive Safeguarding Training by the School's Safeguarding Team using an accredited Safeguarding Induction Pack which includes <u>Keeping Children Safe in Education (Part One)</u>. • Staff induction will also include Child Protection Policy, Staff Behaviour Policy, Role of the DSL and Deputies, Pupil Behaviour Policy and Safeguarding response to children who go missing from education • ALL staff and volunteers will receive Safeguarding Training (at least) annually • Governing bodies and proprietors should ensure that all staff undergo 33 safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information) at induction. The training should be regularly updated. Induction and training should be in line with any advice from local safeguarding partners. • The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates • ALL staff, volunteers and governors will read and show an understanding of any updates that are provided • DSLs will attend DSL training every 2 years • DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis

	<ul style="list-style-type: none"> • All staff will undertake Prevent awareness training • At least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years • ALL staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Child on Child abuse, Online Safety, FGM etc as is deemed necessary by the SLT/DSL and that is particularly relevant to the context and needs of the setting • any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s • Detailed records will be held of staff safeguarding training
Multi Agency Working	<p>The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. Further details on www.lancshiresafeguarding.org.uk</p> <p>The school will be fully engaged, involved, and share information with local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.</p> <p>The school will work with Children & Family Well – Being Team, CSC, the Police, Health services and other relevant partners and agencies for the benefit of families and children ensuring contribution to multi-agency plans to provide additional support.</p> <p>Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.</p> <p>Ellel St. John's also recognises the particular importance of inter-agency working in identifying and preventing CSE and CCE.</p> <p>Information sharing</p> <p>The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.</p> <p>Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.</p> <p>Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).</p>
Child Protection	<p>Ellel St. John's CofE Primary School is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse • ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe • ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued • Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates, all staff being aware of the up-to-date ACEs Register • ALL staff feel confident in approaching DSLs to raise concerns • ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are also forms of abuse. • We will use Lancashire's Neglect Strategy 2022-24 and accompanying toolkit to identify and assess children whose developmental needs are being insufficiently met at an early stage, placing them at risk of achieving poor educational, emotional and social outcomes.

- Multiagency Neglect Strategy- <https://www.lancashire.gov.uk/media/935285/lancashire-multi-agency-neglect-strategy-2022-2024.pdf>
- Neglect Toolkit - <https://www.lancshiresafeguarding.org.uk/media/1088/Neglect-Toolkit.pdf>
- ALL staff and volunteers understand that there are other ways in which children can be abused such as; Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Abuse, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage and others
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse
- All staff, if they have concerns, these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.
- DSLs keep up to date with emerging and specific safeguarding issues and update training accordingly
- DSLs update staff and volunteers knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues
- ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here"
- ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse
- ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse
- ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible via CPOMS
- Where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care
- ALL staff and visitors know how to refer to Children's Social Care
- DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using Lancashire of Need and Threshold Guidance - <https://www.lancshiresafeguarding.org.uk/media/15003/Thresholds-Guidance-2016.pdf> and Risk Management Toolkit - <https://www.lancshiresafeguarding.org.uk/media/1400/multi-agency-risk-sensible-framework-web.pdf> to determine whether this threshold has been met
- This referral will be done by telephone and followed with a [CSC Referral Form](#) as soon as possible
- Consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk
- Where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk
- DSLs adhere to policy, procedures and guidance from Lancashire Children's Safeguarding Assurance Partnership (Formally Lancashire Safeguarding Children's Board) with regard to sharing information
- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings
- DSLs or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented
- A copy of the child's CP Plan is included in the child's individual safeguarding file

	<ul style="list-style-type: none"> • ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL • DSLs will determine what information staff members need to know in order to safeguard and support children. • Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases • Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child • ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported • Specific programmes of intervention and support are offered to children and families who are vulnerable • Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.
Child in Need	<p>Ellel St. John's CofE Primary School is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:</p> <ul style="list-style-type: none"> • DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC referral form • DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need • this will be determined and assessed by the DSL using the Lancashire Continuum of Need and Thresholds Guidance and the Risk Management Toolkit • DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care • When consent is not given, DSLs will continue to offer Early Help with consent, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations • DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed • DSLs, or other appropriate members of staff, will contribute to Child in Need Meetings and Reviews • DSLs, or other appropriate member of staff, will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes • DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented • A copy of the child's CiN Plan is included in the child's individual safeguarding file.
Early Help	<p>Ellel St. John's CofE Primary School is committed to providing our families with the right help at the right time. Any child may benefit from early help, but ALL school and college staff should be particularly alert to the potential need for early help for a child who:</p> <ul style="list-style-type: none"> • is disabled and has specific additional needs; • has special educational needs (whether or not they have a statutory education, health and care plan); • is a young carer; • is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups; • is frequently missing/goes missing from care or from home; • is misusing drugs or alcohol themselves; • Is at risk of modern slavery, trafficking or exploitation; • is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

	<ul style="list-style-type: none"> • has returned home to their family from care; • is showing early signs of abuse and/or neglect; • is at risk of being radicalised or exploited; • is a privately fostered child • any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children including mental health support. <p>We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help • ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements • DSLs will undertake a CAF assessment, when appropriate, to identify what Early Help is required • DSLs will signpost and refer to appropriate support agencies • DSLs will lead on TAF meetings where it is appropriate for them to do so • DSLs will utilise Children and Family Wellbeing Service using the Request for Support form • DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC Referral Form • DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families • DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help • DSLs or appropriately trained school staff will generally be the lead for Early Help cases if this is in the best interests of the family.
<p>Specific Safeguarding</p>	<p>Ellel St. John's CofE Primary School is committed to keeping our children safe from specific forms of abuse.</p> <p>We will formulate risk management plans where required using the guidance and template below.</p> <p>We will ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns, in the appropriate manner to the DSL. Specific issues include (but are not limited to): <p><u>Radicalisation:</u> refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.</p> <ul style="list-style-type: none"> • Ellel St. John's CofE Primary School recognises that protection from extremism & radicalisation is a vital element of safeguarding • ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty' • Prevent Safeguarding Lead – Jo FitzGerald • Prevent Governor Lead – Tim Devling (Chair of Governors) • Prevent Curriculum Lead – Sarah Massey • ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation – whole staff training in September 2025 • ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately • The school Online Safety Policy: (see website) will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place

- DSLs understand when it is appropriate to make a referral to the Channel Panel and are aware of how to do so and follow the Guidance for Lancashire Schools.

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and do not recognise that they are a victim of abuse.

- The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE
- The school Online Safety Policy (see link above) ensures the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place

Child Criminal Exploitation - is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity:-
 (a) in exchange for something the victim needs or wants, and/or
 (b) for the financial or other advantage of the perpetrator or facilitator and/or
 (c) through violence or the threat of violence. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. CCE:-

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Criminal exploitation of children can include **County Lines**. This is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns or move drugs from A to B. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked or the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered in addition to normal safeguarding procedures.

'So-called' Honour Based Abuse (HBA)

'So-called' Honour based abuse is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or **honour**. **Violence or abuse** can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their **honour** code.

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important

role in safeguarding children from being forced to marry before their 18th birthday. In February 2024, this became a crime.

Female Genital Mutilation (FGM) is encompassed within the term Honour Based Abuse:

- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Abuse or FGM to the DSL immediately
- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences
- ALL staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 or there are concerns this may be about to happen, the teacher **must** report this to the police.
- Whole staff FGM training as part of Safeguarding update – September 2025

Modern Slavery The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking':

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA and follow their normal safeguarding procedures.

Private fostering

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison?](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Child on Child Abuse (including sexual violence and harassment) occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in Child on Child abuse is under the age of 18. Please see [Peer on Peer abuse Pan Lancashire procedures](#) (now called child on Child abuse as of Sept 2022).

Ellel St. John's CofE Primary School has a **zero-tolerance approach to abuse**, including child-on-child abuse and will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment.

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

child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

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

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

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

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

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

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

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

The school’s procedures for managing allegations of child-on-child abuse are outlined in the Behaviour Policy – (see website). Staff will follow these procedures, as well as the procedures outlined in the school’s Anti Bullying Policy (see website) where relevant.

Ellet St. John’s and all DSLs and staff will consider:

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

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)

- Risk assessments will be recorded and kept under review as a minimum termly.
- Harmful sexual behaviour will be responded to and managed using the [NSPCC - Responding to children who display sexualised behaviour](#) and with support and guidance from LCC Schools Safeguarding Officers where appropriate/necessary

Detailed guidance on Child on Child Sexual Violence and Sexual Harassment is found in **Keeping Children Safe in Education 2025, page 11**).

Serious violence

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

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

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

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

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

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

- ALL staff and volunteers understand what domestic abuse is and the potential impact upon children and how this might be displayed.
The DSLs will: -
- Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass

- Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website
- School will provide an overview of Operation Encompass with the names of the Op Encompass leads and a link to the Op Encompass website (<https://www.operationencompass.org/>) - Operation Encompass lead at Ellel St. John's CofE primary School is Jo FitzGerald

Children Absent from Education can be a potential sign of abuse or neglect **including** sexual exploitation, child criminal exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

- All staff should be aware of systems which support safeguarding, and these should be explained to them as part of staff induction including the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods to help identify the risk of abuse and neglect
- The school [Attendance Policy](#) is up to date, reviewed annually and includes reference to CME and procedures followed in the case of children missing or who have attendance concerns
- There is an admissions policy and an attendance register
- The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more
- Where reasonably possible, schools and colleges should hold more than one emergency contact number for their pupils and students.
- ALL staff will be aware that children being absent from education can be a warning sign of safeguarding considerations. .
- Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:
- Guidance on school attendance [Working together to improve school attendance](#) including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children Missing Education](#).
- Further information for colleges providing education for a child of compulsory school age can be found in: [Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges](#).
- General information and advice for schools and colleges can be found in the Government's [Missing Children and Adults Strategy](#).

Sexting and the sharing of indecent images is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. ([UKCCIS](#)), It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos

and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

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

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sexting.

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

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the headteacher or member of the SLT.
- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery in accordance with the Records Management Policy.

Where the incident is categorised as 'aggravated', the situation will be managed in line with the school's Child on Child Abuse Policy. Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to CSC. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy, and by speaking to the designated safeguarding lead or a deputy.

Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSL(s), will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSC or external agencies.

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Pupils with SEND or disabilities are nearly 4 times more likely to be a victim of abuse
- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

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

Other vulnerable categories

- ALL staff will have read Annex A of Keeping Children Safe in Education and be aware of specific forms of abuse and safeguarding issues (both online and offline) and vulnerable groups of children including;
- Children in the Court system;
- Children with family members in prison
- Child Criminal Exploitation
- Homelessness
- Pupils with SEND or disabilities (see above)

For all specific safeguarding issues, DSLs will seek advice from LCC Schools Safeguarding Officers or MASH Education Officers and follow national and local guidance. <https://panlancashirescb.proceduresonline.com/chapters/contents.html>

Filtering and monitoring	<p>Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.</p> <p>All staff at Ellet St. John's completed Cyber Security Training in Autumn 2025.</p> <p>Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.</p> <p>The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty³⁹. To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards which set out that schools and colleges should:</p> <ul style="list-style-type: none"> • identify and assign roles and responsibilities to manage filtering and monitoring systems • review filtering and monitoring provision at least annually • block harmful and inappropriate content without unreasonably impacting teaching and learning • have effective monitoring strategies in place that meet their safeguarding needs. <p>Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.</p> <p>Additional guidance on "appropriate" filtering and monitoring can be found at: UK Safer Internet Centre: https://www.saferinternet.org.uk/advice-centre/teachers-and-schoolstaff/appropriate-filtering-and-monitoring.</p> <p>The UK Safer Internet Centre produced a series of webinars for teachers on behalf of the Department. These webinars were designed to inform and support schools with their filtering and monitoring responsibilities and can be assessed at Filtering and monitoring webinars available – UK Safer Internet Centre.</p> <p>South West Grid for Learning (swgfl.org.uk) has created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).</p> <p>Support for schools when considering what to buy and how to buy it is available via the: schools' buying strategy with specific advice on procurement here: buying for schools.</p> <p>Information security and access management</p> <p>Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK. (completed by all staff – Autumn 2025).</p>
Extracurricular Activities and Clubs	<p>Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.</p> <p>Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSC or the police, if necessary.</p>

	All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.
Alternative Provision	The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.
Online Safety	<p>Ellel St. John's CofE Primary School is committed to keeping pupils safe online. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour • Online safety and the school or college's approach to it should be reflected in the child protection policy which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks. Considering the 4Cs (above) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and smart technology, which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect this in their mobile and smart technology policy and their child protection policy. • The school's Online Safety Policy details how we keep pupils safe when using the internet and mobile technology • Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our <u>Anti-bullying / Behaviour Policy</u> (see website) • There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children (handed into class teacher at the start of the day and kept in a safe place) • DfE advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device • When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy • The school has appropriate filters and monitoring systems in place regarding use of internet (3G and 4G) in school - these should be detailed in the Online Safety Policy (see website)
Record Keeping	<p>Ellel St. John's CofE Primary School is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:</p> <ul style="list-style-type: none"> • DSLs will create and maintaining accurate safeguarding records • There is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse – CPOMS • ALL staff use the agreed format for passing on concerns • Concerns should be factual and evidence based • Concerns should be recorded using CPOMS • Concerns should be passed directly to the DSL • ALL concern logs will be kept electronically using CPOMS • A pupil will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need • DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records • DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working <p>When individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised or stored in a secure manner</p>

	<ul style="list-style-type: none"> • All safeguarding records will be stored electronically using CPOMS • Only DSLs and other named staff will have access to safeguarding records • A pupil's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action • The safeguarding file will be sent securely to the DSL at the receiving school • A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school • The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely • School will seek advice from legal services and/or Schools Safeguarding Officers if any staff are unclear about any aspects of safeguarding record keeping.
Safer Recruitment	<p>Ellel St. John's CofE Primary School is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:</p> <ul style="list-style-type: none"> • LCC Human Resources guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff • Ensure that there are sufficient staff/Governors who have undertaken appropriate Safer Recruitment training in the last 5 years to enable at least one person on every recruitment panel to be appropriately trained. This is a legal requirement. • There are at least 2 people on each selection panel. • ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL • Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school • As part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks. See Part two – Legislation and the Law for information on data protection and UK GDPR. • A Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the • The SCR is stored electronically on the Bursar's computer and a paper copy is locked in the school office and these are only accessed by designated staff and governors • The DSL should evidence regular (at least termly) oversight/scrutiny of the SCR • Evidence of staff member's identity, required qualifications and the right to work in the UK will be kept in individual personnel files • Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken. Agencies will be requested to complete the checklist found at Appendix Q of the R&S Guidance. • Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer • A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures • Adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006. • With regard to Disqualification Under the Childcare Act we will adhere to Guidance from https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/childcare-and-early-years-settings/safeguarding-for-childcare-providers/disqualification-under-the-childcare-act/ LCC Human Resources

	<ul style="list-style-type: none"> • This declaration will be renewed annually and a record retained and stored securely. • When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved. If it is not resolved, this must be reported:- disqualification@ofsted.gov.uk • Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.
Managing allegations against staff	<p>There are clear policies in line with those from the CSAP (Children's Safeguarding Assurance Partnership) for dealing with allegations against people who work with children.</p> <p>Such policies make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who has:</p> <ul style="list-style-type: none"> - 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; or. - Behaved towards a child or children in a way that indicates they may pose a risk of harm to children. - behaved or may have behaved in a way that indicates they may not be suitable to work with children. <p>For further information, LADO information and flowchart of how allegations are managed, please click the link: Click here for Local Authority Designated Officer Information (LADO) link.</p> <p>All staff at Ellel St. John's CofE Primary School are aware of these procedures and aware of the following expectations and protocol:-</p> <ul style="list-style-type: none"> • ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff) conduct to the Headteacher • ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor • The Headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO) • CSAP procedures for dealing with allegations against staff will be followed https://panlancashirescb.proceduresonline.com/chapters/p_allegations.html • ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform the DSL or Chair of Governors if any adult's conduct gives cause for concern • All concerns of poor practice or possible child abuse by staff and volunteers should be reported to the DSL • ALL staff are aware of the school's Whistle Blowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place • Staff are fully aware of Guidance for Safer Working Practice and are aware of professional expectations of their own behaviour and conduct. The Staff Code of Conduct and staff Handbook are stored on the Staff Server and copies are available in the staffroom
Visitors	<p>Ellel St. John's CofE Primary school is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:</p> <ul style="list-style-type: none"> • Visitors to school sign in at the school office using the iPad and wear identification badge to indicate they have done so

	<ul style="list-style-type: none"> • ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification • Visitors sign out and remove/hand in their identification when they leave the school • Visitors are made aware of who to speak to if they are worried about a child during their visit by speaking to one of the DSLs • Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or Headteacher • Visitors will behave in a way that is compliant with the school's code of conduct • Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the Headteacher or DSL. • Visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit • When there are several visitors to the school at the same time (such as for an assembly etc.) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate • When visitors are undertaking activities with children, content of the activity will be agreed with the Headteacher or DSL, prior to the visit. • Repeat visitors/volunteers will read and sign the Acceptable Use Policy. 	
Cameras, Mobile Phones and Devices	<p>Ellel St. John's CofE Primary School is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:</p> <ul style="list-style-type: none"> • parental consent is obtained to take and use photographs and/or videos of children • parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school • separate parental consent is obtained if any other agency requests to take photographs of any child • parental consent will be valid for 5 years but may be sought more regularly at the discretion of the Headteacher • images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate • photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes • staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children • the school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the Headteacher for official school business • photos are printed/uploaded in the setting by staff and once done images are immediately removed from the cameras memory • parents are reminded frequently of the risks associated with posting images of children to social media • parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own • staff, volunteers and visitors will not use mobile phones in toilet or changing areas • The Code of Conduct and Acceptable Use Policy will outline when and where staff, volunteers and visitors can use their mobile phones • ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Headteacher and/or the Governing Body • Pupils' use of mobile phones and other devices will be managed under the school's Home/School Agreement and Acceptable Use Policy • DFE Advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device. 	
Key Personnel and Training Details	Designated Safeguarding Lead (DSL)	Jo FitzGerald
	Date DSL Training Attended	Autumn 2025

	Back-up/Deputy DSL(s)	Helen Quinn Gemma Tyson Sarah Massey
	Date DSL Training Attended	Autumn 2025 Autumn 2025 Autumn 2025
	Prevent Lead	Jo FitzGerald
	Date Prevent training attended	Autumn 2025 All teaching and support staff have up-to-date Prevent Training
	Headteacher	Jo FitzGerald
	Date safeguarding training attended (state type of training)	As above plus accredited Safeguarding Training Update – September 2025 and Safer Recruitment Training – April 2024
	Chair Of Governors	Tim Devling
	Date safeguarding training attended (state type of training)	Safer Recruitment – April 2024
	Safeguarding Governor	Tim Devling
	Date safeguarding training attended (state type of training)	September 2025 Accredited Governor Safeguarding Training
Useful Contacts	LCC Schools Safeguarding Officer	Victoria Wallace 01772 531196 school.safeguarding@lancashire.gov.uk
	LADO - (Local Authority Designated Officer)	Tim Booth / Shane Penn / Donna Green 01772 536694 LADO.admin@lancashire.gov.uk
	MASH Education Officers	Jenny Ashton 01772 531643 jennifer.ashton@lancashire.gov.uk Matt Chipchase 01254 220989 matt.chipchase@lancashire.gov.uk
	Children and Family Wellbeing Service CON2	The Children and Family Wellbeing Service (CFW) offers support to children, young people age 0-19+yrs (0 - 25yrs for SEND) and their families across Lancashire. Any agency can request access to this support for a family or individual child by making a Request for Support . Please note that a CAF (Early Help Assessment) should be in place.
	Lancashire Children's Social Care / MASH CON 3 and 4	Anyone can raise a concern about the safety and welfare of a child by calling 0300 123 6720 (or between 5.00pm - 8.00am on 0300 123 6722.)* Before you make contact with MASH you need to consider if the child or young person's needs can be met by services from within your own agency, or by other

		<p>professionals already involved with the family, including consideration to initiating a CAF (Early Help Assessment)</p> <p>Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. 7 golden rules</p> <p>Where the needs of the child meet Levels 3 and 4** of the Continuum of Need, professionals are advised to submit a referral form to Children's Social Care via the Multi Agency Safeguarding Hub cypreferrals@lancashire.gov.uk</p> <p>**Where there are immediate safeguarding concerns about a child or young person (level 4 of the CON / child protection), you should make direct contact with MASH on the following number or the Police (999 in an emergency) - and complete the referral form once the immediate concerns have been addressed. If the child you are concerned about already has an allocated Social Worker go directly to this person by contacting 0300 123 6720:</p>
	Whistleblowing	<p>01772 532500 WhistleblowingComplaints@lancashire.gov.uk</p>

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