



LANCASTER UNIVERSITY
SCHOOL OF MATHEMATICS

Lancaster University

School of Mathematics

Safeguarding and Child Protection Policy



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The Rigby Education Trust was set-up to operate and oversee the Lancaster University School of Mathematics.

The Rigby Education Trust is an academy trust and a charity. The Lancaster University School of Mathematics is the charitable activity of the academy trust. Therefore, in this document references to the Maths School apply to the Rigby Education Trust.

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1. Introduction

Lancaster University School of Mathematics (henceforth known as 'LUSoM' or 'the School') is committed to safeguarding and promoting the welfare of young people within the ethos and context of its mission and values. We fully recognise the contribution the School can make to protect and support students.

We appreciate that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all students, and especially those at risk of suffering abuse. We aim to give our students affirmation and support in building healthy self-esteem and self-worth.

Safeguarding and promoting the welfare of young people can be defined as: *protecting young people from maltreatment, and providing help and support as soon as problems emerge; preventing impairment of health or development; ensuring young people grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all young people to have the best outcomes.* 'Young people' includes everyone under the age of 18 and all vulnerable adults.

Where a young person is suffering significant harm, or is likely to do so, action should be taken to protect that person. Action should also be taken to promote the welfare of young people in need of additional support. LUSoM has statutory duties to assist various agencies (including the Police, Children's Social Care and the NHS) with their enquiries where they reasonably suspect that a young person is suffering, or is likely to, suffer harm and with safeguarding and promoting the welfare of the young person.

LUSoM will:

- Provide a safe environment where learning can take place.
- Identify young people who may benefit from early support and/or are suffering, or likely to suffer, significant harm.
- Take appropriate action to ensure that young people are kept safe within LUSoM and as far as possible, outside of the School and at home, including online
- Establish and maintain an ethos where students feel secure, are encouraged to talk and feel listened to.
- Ensure that students know that there are adults in the School whom they can approach if they are worried or in difficulty.
- Include, in the curriculum, opportunities which will help to equip students with the skills they need to stay safe.
- Seek to develop attitudes of self-worth and respect for each other.
- Seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.
- Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies such as Children's Social Care, the Police and the NHS.
- Maintain an attitude of 'it could happen here' and always act in the best interests of the young person.

This Policy applies to all staff, including those employed by LUSoM and the wider Rigby Education Trust, partner organisations working with the school, those contracted to perform a service in the school, and to all volunteers working in the school.

Key Personnel

| Role | Name | Contact details |
|--|------------------|---|
| Head of School & Deputy DSL | Peter Tiltman | ptiltman@lusom.ac.uk 01772 287 460 |
| Assistant Head Pastoral & Designated Safeguarding Lead (DSL) | Rachel Rowbottom | rrowbottom@lusom.ac.uk 01772 287 461 |
| Executive Principal | Nick Burnham | nburnham@cardinalnewman.ac.uk |
| Safeguarding Trustee | Leonard Hampson | chairoftrustees@lusom.ac.uk |
| Chair of Trustees | Leonard Hampson | chairoftrustees@lusom.ac.uk |

Legal Context and Framework

This policy takes into account the following legal statutory provisions:

- Children Act 1989
- Children Act 2004
- Section 175 of the Education Act 2002
- Care Act 2014
- Counter-terrorism and Security Act 2015 (the Prevent Duty)

This policy also accords with the following guidance documents:

- HM Government: Working Together to Safeguard Children 2018 (statutory guidance)
- DfE: Keeping Children Safe in Education 2025 (statutory guidance)
- HM Government: What to do if you're worried a child is being abused 2015
- Ofsted: Safeguarding children and young people and young vulnerable adult's policy
- Information Sharing 2018

Also, it reflects:

- Multi Agency Practice Guidelines: Female Genital Mutilation, 2016
- Sharing nudes and semi-nudes: how to respond to an incident, 2020
- Safeguarding Vulnerable Groups Act, 2006
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Female Genital Mutilation Act 2003
- Children and Adoption Act 2006
- Children and Young Persons Act 2008

2. Aims of the Policy

The aims of this policy are to:

1. Confirm the School's commitment and obligation to safeguard and promoting the welfare of young people
2. Ensure the School complies with statutory Child Protection guidelines
3. Give clear guidance and training to staff about how to respond when a case of harm, neglect or abuse is suspected
4. Ensure all staff are aware of their responsibilities in their dealings with young people
5. Ensure a prompt and effective response when concerns are raised and develop a structured procedure within the School which will be followed by all members of the School community in cases of suspected abuse.
6. To develop and promote effective working relationships with other agencies, especially the Police and the Multi Agency Safeguarding Hub (MASH).
7. Ensure that the role of the Designated Safeguarding Lead and other key staff are known and understood by all staff
8. Ensure that all staff are adequately trained in recommended procedures to keep themselves safe

LUSoM recognises its responsibilities with regard to the protection of young people from abuse and from inappropriate and inadequate care and is committed to acting in accordance with the guidelines in all cases where there is concern. Because of their day-to-day contact with individual students, teachers and other staff within LUSoM are particularly well placed to observe outward signs of abuse, changes in behaviour. LUSoM will provide an environment in which young people feel safe, secure, valued and respected and feel confident to, and know how to approach adults if they are in difficulty, believing they will be effectively listened to.

The main purpose of this document is to outline the policy procedures that should be adopted, should any member of staff have cause to be concerned that a young person is being neglected or subject to physical, emotional, or sexual abuse (including contextual safeguarding issues where wider environmental factors are present in the young person's life such as Child Sexual Exploitation, Female Genital Mutilation and Forced Marriage) and to support staff in safe working practice as outlined in safeguarding legislation and procedures and the Prevent Duty.

3. Safeguarding - Roles and Responsibilities

All adults working with young people in the Lancaster University School of Mathematics have a duty of care towards those young people.

There are key people within LUSoM who have specific responsibilities under Child Protection procedures. These are:

a) The Trustees

Trustees should ensure that:

- They comply with their duties under legislation and have regard to the KCSiE guidance to ensure that the policies, procedures and training in the School are effective and comply with the law at all times.
- The School has a nominated Trustee to take leadership responsibility for the organisations safeguarding arrangements.
- The School has an effective Safeguarding and Child Protection Policy and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote young people's welfare. This policy should describe procedures which are in accordance with government guidance and are in keeping with locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB), be updated annually, and be available publicly
- The School operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with young people, including Disclosure and Barring checks. A proportional risk-based approach will be taken to the level of information that is provided to temporary staff and volunteers
- The School has written recruitment and selection policies and procedures in place. The Trustees should prevent people who pose a risk of harm from working with young people by adhering to statutory responsibilities
- At least one person on any appointment panel has undertaken safer recruitment training
- The School has procedures for dealing with allegations of abuse against members of staff and volunteers. Such allegations should be referred to the designated officer at the local authority
- Any deficiencies or weaknesses regarding young person's protection arrangements are brought to its attention without delay
- An annual review of its safeguarding policies and procedures takes place
- The Executive Principal deals with any allegations made against the Head of School

Neither the Trust Board, nor individual Trustees, have a role in dealing with individual student cases nor a right to know details of cases, except where exercising their disciplinary functions in respect of allegations against a member of staff.

To support the Trust Board with their fulfilment of their duties, they will receive suitable safeguarding training and a termly safeguarding report from the DSL.

b) The Head of School

The Head of School will ensure that:

- The policies and procedures adopted by the Trust Board, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff
- The contents of the School's 'Recruitment and Selection Policy and Procedures' are fully adhered to, including ensuring that:
 - All new staff and volunteers undergo an Enhanced Disclosure and Barring Service (DBS) check, a Barred List check (where appropriate), identity check, two reference checks and statutory qualification check before employment commences. This applies to all staff and volunteers who are engaged in regulated activity
 - The selection of new staff will include a review of the application form including employment history and a formal selection process as appropriate for the role
 - On the rare occasion that there is a need for employment to commence without the outcome of the enhanced DBS being verified such staff will have a risk assessment undertaken which must be approved by the Executive Principal or Head of School prior to employment commencing. *This will include the new member of staff being accompanied whilst on site by a current member of staff who has passed all checks.*

Any member of the LUSoM community who is placed on the sex offenders register will have their employment terminated immediately, or, if that member of the community is a student, it is likely they will be permanently excluded from the School, depending on the result of a risk assessment.

Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of young people.

All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding young people, and such concerns are addressed sensitively and effectively in a timely manner.

c) Designated Safeguarding Lead (DSL)

The DSL will:

i) Manage Referrals

- Refer cases of suspected abuse to the local authority children's social care as required
- Refer cases to the Channel Programme where there is a radicalisation concern as required, in line with the process shown in Appendix 1
- Refer cases where a staff member is dismissed or left due to risk/harm to a young person to the Disclosure and Barring Service
- Refer cases where a crime may have been committed to the police as required
- Where a young person is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.
- Follow referral guidelines outlined by Lancashire Safeguarding Children Board. LSCB procedural guidelines, including thresholds, can be found on the Lancashire Safeguarding Children Board website: <http://www.lancshiresafeguarding.org.uk/resources/key-guidance-policy-documents.aspx> This is the most useful reference as it is up to date with all statutory changes.

ii) Work with others

- Liaise with the Deputy DSL to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role
- Liaise with the Networks team to ensure specialist knowledge in both safeguarding and technological aspects of filtering and monitoring are being deployed, so that the filters are effective and ensuring any inappropriate content is blocked without impacting on teaching and learning.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff
- Contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children (<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>). The School, mainly through the DSL, will work closely with social care, the police and health services to promote the welfare of children and protect them from harm. The DSL will access advice and guidance from relevant external agencies e.g. DETER (Preston CSE team), Young People's Service (YPS), the Diversity team and the Forced Marriage Unit.
- Provide a co-ordinated offer of early help when additional needs of young people are identified and contribute to inter-agency plans to provide additional support to children subject to child protection plans
- Recognise the importance of information sharing between professionals and local agencies and refer to relevant guidance (Information sharing: Advice for practitioners) when doing so. It is recognised in respect of information sharing that whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a young person being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of young people. To aid effective information sharing the School will refer to the 7 Golden Rules of Information Sharing as outlined in HM Government guidance on Information Sharing.
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

iii) Training

DSL training:

- The DSL will undergo training to provide them with the knowledge and skills required to carry out this role; this training should be updated at least every two years.
- The DSL will undertake Prevent awareness training.
- In addition to formal training, their knowledge and skills should be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to the role, such as:
 - Understanding the assessment process for providing early help and intervention
 - Knowledge of how local authorities conduct a child protection case conference and review conference. Where possible, and in most cases, it is expected a DSL will be able to attend and contribute to these effectively when required to do so
 - Being alert to the specific needs of children in need, those with special education needs and young carers
 - Being able to keep detailed, accurate, secure records of concerns and referrals

- Supporting the School with regards to the requirements of the Prevent duty and be in a position to provide advice and support to staff on protecting children from the risk of radicalisation.
- Encouraging a culture of listening to young people and taking account of their wishes and feelings

Role of DSL for staff, regular visitor and trustee training:

- Ensure each member of staff has access to and understands the School's Safeguarding and Child Protection Policy and procedures.
- Ensure all staff members receive appropriate safeguarding and child protection training which is regularly updated.
- Ensure all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.
- Manage staff training to enable staff to recognise and identify signs of abuse, when it is appropriate to make a referral and how this should be done.
- Ensure training materials and guidance are added to the Safeguarding area on the online platform.
- Ensure all staff have induction training covering child protection and safeguarding and can recognise and report any concerns immediately. Copies of the School's Child Protection and Safeguarding policy and a copy of Part one of KCSiE will be provided to staff at induction.
- Ensure regular visitors receive appropriate safeguarding and child protection training which is regularly updated. This will be in the form of online training that must be completed before they arrive at the school.
- Visiting lecturers will generally have a risk assessment completed by the responsible member of staff. All visitors will be supervised and accompanied whilst on premises.
- Ensure all Trustees receive appropriate safeguarding and child protection training. *This will include an annual update on changes to KCSiE and any updates as required.* This will be in the form of online training and specific Trustee training.

iv) Raising Awareness

- Ensure the Schools Safeguarding and Child Protection Policy is updated and reviewed annually, and the procedures and implementation are updated and reviewed regularly, and work with the Trust Board regarding this.
- Ensure the School's Safeguarding and Child Protection Policy is known, understood and used appropriately.
- Ensure the School's Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

The DSL will take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies and children looked after. The DSL will have the status and authority within LUSoM's management structure to carry out the duties of the post including committing resources to child protection matters, and where appropriate, directing other staff.

All other staff within LUSoM will undertake training to equip them to carry out their responsibilities for child protection effectively, which will be kept up to date by refresher training. Temporary staff and volunteers who work with children will be made aware of LUSoM's arrangements for child protection and their responsibilities.

v) Risk Assessments

Where risk and vulnerability are known for a student starting at LUSoM (for example, those with a learning difficulty, mental ill health or looked after children), the DSL will prepare for the student's transition in terms of liaising with high schools, LUSoM staff, parents and carers and the student themselves as appropriate.

Where they deem it appropriate, the DSL may undertake a risk assessment with regards to a student's attendance at college and make recommendations on actions that need to be taken by any party to mitigate risks identified.

vi) Vulnerable Young Person

LUSoM recognises that some young people are particularly vulnerable and may require enhanced support during their time at the School.

LUSoM recognises that individuals may require, or prefer, different levels of monitoring and support. We will therefore endeavour to agree individual support with the young person, and appropriate parties, based on their individual circumstance and progress. A vulnerable young person's attendance at the college may be subject to a risk assessment by the DSL, who may make recommendations on actions that need to be taken by any party to mitigate risks identified and ensure the well-being of vulnerable students.

Whilst this is not an exhaustive list LUSoM classifies the following as indicators of increased vulnerability:

Child Looked After (CLA)

The DSL is also the Designated Teacher for Children Looked After. On the identification of a CLA, the DSL will seek to obtain, and record, further information in relation to the young person's looked after legal status, with due regard to KCSiE guidance (page 26). The DSL will liaise with the Operations Manager to check what additional financial arrangements may be available. In discussion, and agreement, with the young person and appropriate parties, an appropriate level of additional support will be considered. The DSL will meet termly with the Virtual School to aid additional tracking, monitoring and support and ensure the required Personal Education Plans are submitted. Additional guidance is provided to the teachers and tutors working with CLA.

Young Carer

On the identification that a young person is a Young Carer, the DSL will gather relevant information to consider what additional support is suitable. A learner flag will be set securely online to inform teachers.

Pregnancy

A student who is pregnant should be referred to the DSL to discuss any additional support requirements and for a risk assessment to be arranged with Estates (Health and Safety).

Parent

A student who is a parent will be referred to the Operations Manager to check appropriate financial support is in place and will have a flag securely online to inform teachers.

Children with family members in prison

These students are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Where LUSoM is aware of this situation, we will consider appropriate additional support and refer to NICCO

(<https://www.nicco.org.uk/>) which provides information designed to support professionals working with offenders and their children.

Students experiencing gender dysphoria

Support will be provided for individual students on a case-by-case basis as we recognise the uniqueness of each situation and aim to provide bespoke support based on individual needs. In the first instance, a meeting with the DSL will be held following disclosure to establish key information and agree an individual support package to support the students' academic progress and emotional wellbeing.

Special Educational Need and Disability (SEND)

Young people with special educational needs (SEN) and disabilities can face additional challenges and LUSoM is aware that additional barriers can exist when recognising abuse and neglect. Staff should consider that indicators of possible abuse, such as behaviour, mood and injury could be masked by young person's special need or disability and be conscious, where appropriate, to consider further exploration. Staff should be vigilant that young people with SEN/disabilities may be disproportionately impacted by things, such as bullying and that communication barriers may exist that make it more difficult to recognise this. Further information of LUSoM's support for SEND students can be viewed in the Special Educational Need and Disability Policy.

Domestic Violence

Where a member of staff is aware of incidents of violence between adults in a household in which there is a young person attending LUSoM, they will share these concerns with the DSL. The DSL will consider the need for a formal referral to the Local Authority or police based on professional judgement and the level of any potential/actual risk to the individual or their siblings.

In all these examples, the young person will have access to the form tutor who is responsible for their day-to-day monitoring and available for pastoral support and guidance. Academic progress can be supported via on timetable and after school support packages. In addition, the young person should be offered access to a mentor. Further information can be found on the NSPCC website <https://www.nspcc.org.uk/keeping-children-safe/>

Information will be shared proportionately with relevant School personnel (in particular the young person's form tutor).

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a young person's welfare. The DSL should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation. Factsheets are available at www.gov.uk

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592996/170203_Policy_Fact_Sheets_-_Relief.pdf

vii) Child Protection Files Transfer

When an individual about whom there are child protection concerns leaves the School, the School will endeavour to transfer the information to the individual's new college/school, if appropriate, as soon as possible, but certainly within five working days. If a student has an allocated social worker in children's social care, LUSoM will also inform the social worker that the young person has left.

viii) Monitoring of the Single Central Record (SCR)

The DSL is responsible for ensure that the Single Central Record (SCR) – the document mandated in Keeping Children Safe in Education, paragraphs 267-268 – is complete and the document is up to date. They will ensure that operational staff (such as HR or Estates personnel or the Operations Manager) update the SCR when pertinent changes occur. The DSL will ensure that Disclosure and Barring Service (DBS) checks are re-completed every three years for those who have their enhanced DBS check information in the SCR. (This may be completed via a check through the update service that there have been no changes since last issue of the certificate.)

The DSL will undertake a monitoring check at least termly of the Single Central Record to ensure that is being properly maintained.

ix) Other recording keeping

All concerns, discussions and decision made and the reasons for those decisions should be recorded. Records should be stored in a secure area on the online platform which is only accessible by authorised personnel who have designated safeguarding responsibilities. The DSL reviews young people with secure online safeguarding records so that any concerning patterns of behaviour can be identified and acted upon accordingly. In particular, DSL records should include action taken in cases of: -

- i. Suspected child abuse
- ii. When the young person's progress is being monitored because of LUSoM's concerns but which the Social Services has not been able to act upon
- iii. When a young person at LUSoM has their name on the Child Protection Register and is the subject of an inter-agency child protection plan

Child protection records should be kept securely. LUSoM will comply with data protection legislation. In cases of alleged child abuse which come to court, the court may require LUSoM to provide its child protection records. Similarly, Counselling logs can also be called for scrutiny if a serious allegation is made.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

d) Deputy Designated Safeguarding Lead(s)

The Head of School may choose to appoint staff members to the role of Deputy Designated Safeguarding Lead (DDSL). All DDSLs will receive at least the training required to be (substantive) Designated Safeguarding Lead. All DDSLs will work closely with the DSL and meet regularly to discuss their work. In the absence of the DSL or where otherwise required, any DDSL may undertake any of the specific activities of the DSL outlined above.

Whilst the specific activities of the DSL can be delegated to appropriately trained DDSLs, the ultimate lead responsibility for child protection, as set out above, remains with the DSL and this leadership responsibility cannot be delegated.

4. Safeguarding - All Staff

a) Introduction

KCSiE recognises that Schools and their staff are an important part of the wider safeguarding system for children, particularly because they can identify concerns early, provide help for young people and prevent concerns from escalating.

All staff have a responsibility to safeguard and promote the welfare of young people act on any suspicion or disclosure that may suggest that a young person or vulnerable adult is at risk of any form of harm, and to identify young people who may benefit from early help and support.

The stress on staff involved in any aspects of child protection work is considerable and LUSoM will ensure that such staff are properly supported. The Head of School will be responsible for supporting the staff concerned and, where necessary, seek help from outside LUSoM and the Trust.

All members of LUSoM staff should be aware of systems within the Trust which support safeguarding, including:

- The Safeguarding and Child Protection policy
- The Student Conduct Policy
- Staff Code of Conduct Policy
- The safeguarding response for children who go missing from education
- The Disciplinary Policy and Procedures
- The School Designated Safeguarding Lead and their role

Mechanisms put in place to assist all staff in their understanding and effective discharge of their role and responsibilities of this guidance is as follows:

A copy of KCSiE updates is electronically sent to all staff with an invitation to seek in person training as appropriate. This includes a summary of key changes.

All new staff receive safeguarding induction training which is predominately based on KCSiE and receive a hard copy of part one of KCSiE.

Annual safeguarding training cross references to the relevant elements of the KCSiE guidance.

All staff will receive safeguarding and child protection updates (for example, via email, ebulletins, meetings and/or staff training), as required, and at least annually.

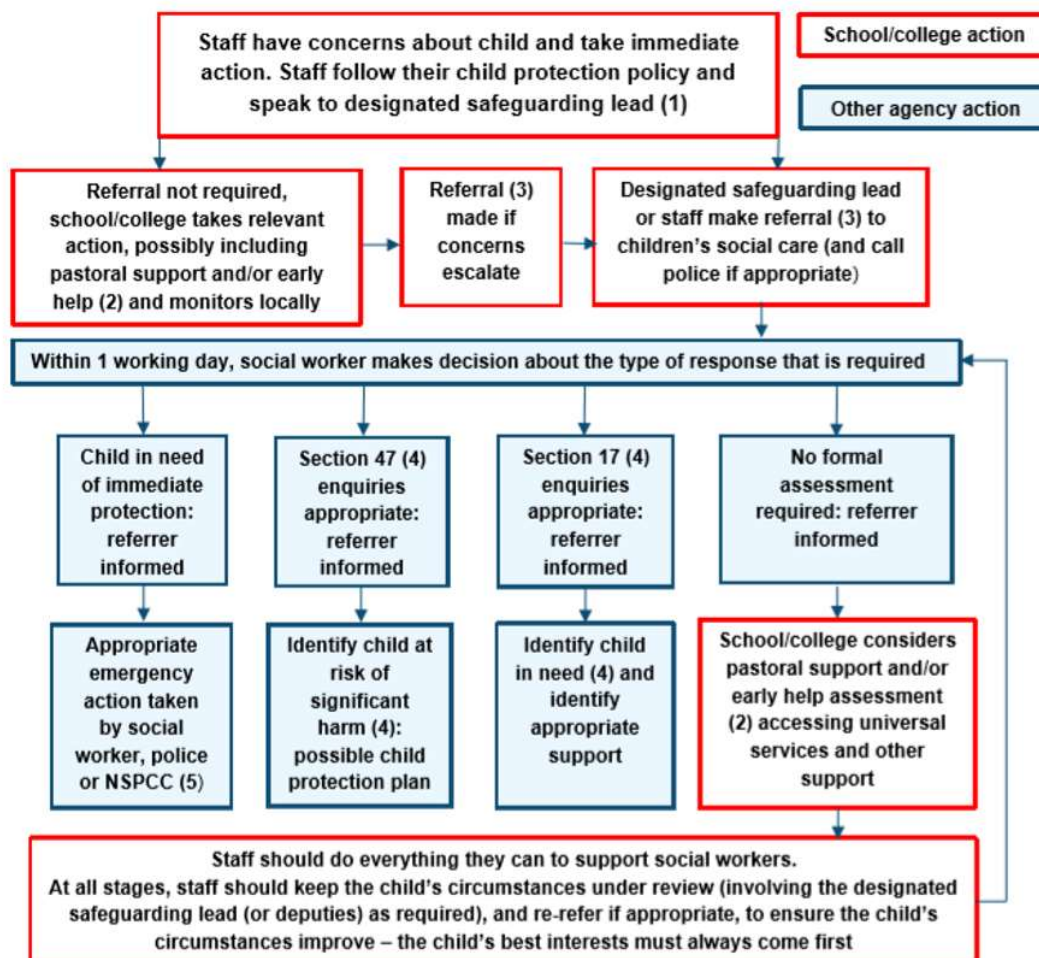
A key responsibility of staff is to be aware of the forms of abuse and neglect a young person may be subject to, be prepared to identify them and know what action to take should they be suspicious or receive a disclosure.

Where staff have a safeguarding concern for a young person, staff should only discuss concerns with the DSL, Head of School, or Executive Principal (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2023) emphasises that any member of staff can contact children's social care if they are concerned about a child.

If staff have any concerns about a child's welfare, they should act on them immediately.

Actions where there are concerns about a child



b) Forms of Abuse and Neglect and exploitation and other safeguarding issues

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another young person or young people.

- **Physical Abuse:** Physical abuse may involve hitting, shaking, burning or scalding, drowning, suffocating or otherwise causing physical harm to a young person. It may be done deliberately or recklessly or be the result of a failure to prevent injury occurring. Physical harm may also be abused when a parent or carer fabricate the symptoms of, or deliberately induces, illness in a young person.
- **Neglect:** Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs likely to result in the serious impairment of the young person's health or development.
- **Emotional Abuse:** The persistent emotional maltreatment of a young person such as to cause severe and adverse effects on the child's emotional development. It causes adverse effects on the young person's behaviour and emotional development and can result in feelings of low self-worth. A level of emotional abuse is involved in all types of maltreatment of a young person, although it may occur alone.

- **Sexual Abuse:** This involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person is aware of what is happening. Perpetrators of sexual abuse can be adult males, women or other young people.
- **Child Sexual Exploitation:** Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Further information can be found in KCSiE, page 79 and the Child Exploitation and Online Protection website <https://www.ceop.police.uk/safety-centre/>
- **Child criminal exploitation: County lines** Criminal exploitation of children 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. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:
 - 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.
- **Honour Based Violence (HBV), including Female Genital Mutilation (FGM) and Forced Marriage**
 - So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM and forced marriage. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.
 - FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Teachers must personally report to the police cases

where they discover that act of FGM appears to have been carried out; although they should still involve the Designated Safeguarding Leads and, where appropriate, Children's Social Care.

- In suspected cases of FGM, where a teacher suspects a girl may be at risk, and in cases relating to girls aged 18 or over teachers should discuss their concerns with a DSL. The DSL will follow LUSoM's normal safeguarding procedures and involve children's social care as appropriate. Reference can be made to a FAQ Factsheet prepared by the Home Office (<https://www.gov.uk/government/publications/fgm-protection-orders-factsheet>)
 - **Forced Marriage:** Forcing a person into a marriage is a crime in England. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage.
 - Any concerns or suspicions of so-called HBV, including FGM and Forced Marriage, should be discussed directly with a DSL, or the Head of School in their absence.
- **Preventing Radicalisation**
 - The Counter-Terrorism and Security Act places a duty on specified authorities, including education providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Schools which are required to have regard to KCSiE are listed in the Act as partners of the panel. LUSoM has a designated Strategic Lead for the Prevent Duty, this is the DSL who is the Single Point of Contact.
 - Prevent awareness training is provided to equip staff to identify students at risk of being drawn into terrorism and to challenge extremist ideas. Staff are informed to be alert to the possible signs of radicalisation and are informed to pass any such concerns to the School DSL. The Prevent Duty is explicit within induction training for new staff.
 - Staff should understand their role with regard to 'the Prevent Duty'. Where there is concern for a student(s) LUSoM will refer to the 'Channel Referral Process' shown in Appendix 1 of this policy. As per KCSiE any concerns in relation to possible radicalisation may be discussed with parents unless there is a specific reason to believe that to do so would put the student at risk.
 - LUSoM staff should be aware of the 'Prevent Duty Guidance for Further Education institutions in England' (<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales>)
 - LUSoM's IT policy is reviewed and updated to conform with the School's approach to preventing radicalisation.
 - Further information on LUSoM's approach to preventing radicalisation can be viewed in the Prevent Position Statement and the Prevent Risk Assessment and action plan.
 - Any concerns or suspicions of possible radicalisation should be discussed directly with the DSL.
 - **Mental Health**
 - Staff should be aware of the mental health issues that may impact on young people including, but not exclusive to, anxiety, depression, self-harm and threatened suicide. Where a mental health issue is suspected, or disclosed, it should be reported to the Designated Safeguarding Lead.
 - LUSoM recognises the growing need for addressing student's mental health in today's culture and seeks to be proactive in supporting students to maintain academic progress. Students who disclose mental health concerns will be offered counselling, ALS mentors and where appropriate will be advised to speak to the GP.

- LUSoM’s SEND policy refers to the support offered for students with Social, Emotional and Mental Health Difficulties.

- **Other**

- All staff should have an awareness of safeguarding issues in addition to those above; examples (but not exhaustive) are available in KCSiE (September 2024 – Annex A) and are listed on the staff safeguarding lanyard cards and office posters. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put young people in danger.
- All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should be clear to discuss any such concerns with LUSoM’s DSL immediately.
- Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues and links to relevant organisation can be found in the online safeguarding area. Advice and guidance can, and should, be sought from LUSoM’s DSL.
- Further information and guidance, for all staff, on online safety (including sexting), bullying and peer on peer abuse is available under the ‘Safety, Security and safeguarding of Students’ section of this policy.

c) Identifying Abuse, Neglect, Exploitation and Safeguarding concerns:

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Below is not a definitive list but some of the signs that may become apparent to staff and should be read alongside KCSiE Part 1 and Annex A.

| | |
|--|---|
| <p>Some Signs of Abuse:</p> <p>Unexplained bites, burns injuries or bruises</p> <ul style="list-style-type: none"> • Admission of punishments to self or siblings which is excessive • Shrinking from physical contact • Fear of returning home or of parents being contacted • Fear of medical help • Aggression or bullying • Unexplained patterns of absences which may serve to hide injuries • Poor / sporadic attendance | <p>Some signs of Abuse:</p> <p>Continual self-deprecation</p> <ul style="list-style-type: none"> • Fear of new situations/persons • Inappropriate emotional responses • Self-harm • Compulsive stealing or scrounging • Drug or solvent abuse • Air of detachment and ‘don’t care’ attitude • Social isolation – few friends, does not join-in • Eating disorders • Attention-seeking behaviour |
| <p>Any noticeable change in behaviour, appearance, attendance, etc. is a possible cause for concern.</p> <p>The NSPCC website is a good source of advice: nspcc.org.uk - on line help and advice</p> | |

d) Action taken where staff have concerns for a young person:

If a young person is in immediate danger or is at risk of harm, a referral should be made to children’s social care and/or the police immediately. In such circumstances, anyone can make a referral; however, it would be common practise to refer immediately to LUSoM’s DSL. In cases where a referral is made directly, the

member of staff should inform the DSL as soon as possible; refer to flowchart. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL and children’s social care. Staff should never promise a young person that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

If any members of staff, either teaching or non-teaching, has a child protection concern about a young person at LUSoM s/he will IMMEDIATELY inform the DSL, or the Head of School if different, and accurately record the event or events giving rise to the concern.

Staff can at any time seek advice and guidance on safeguarding by meeting with the DSL.

| Do: | Do Not: |
|---|--|
| <ul style="list-style-type: none"> • Be observant • Be aware of your position of trust / duty of care • Stop, listen and keep calm • Use open questions • Report promptly to the DSL¹ • Record accurately • Keep the student informed • Act promptly for concerns at any ‘level’ • Remember that the learner’s welfare is the paramount consideration • Utilise available help, support and expertise; ask if you’re not sure! | <ul style="list-style-type: none"> • Delay • Make assumptions or judgements • Panic • Make a promise • Ask leading questions • Criticise • Carry out an investigation • Try to prove or disprove anything • Keep sensitive information to yourself • Keep concerns to yourself |

e) Early help

Early help means providing support as soon as a problem emerges at any point in a young person's life. All staff should be alert to identifying where a young person may benefit from early intervention. Staff should discuss possible early help requirements with a student's Tutor and/or the Head of School. Where other agencies and/or professionals are involved in an early help assessment or providing support, staff may be required to provide support.

In cases of early help intervention, the DSL will consider the most appropriate support package based on the individual circumstances of the individual. This may include seeking advice or support from external organisations which may include Young People Service (YPS), Children and Family Wellbeing Service (Link) and Lancashire children's social care advice line. Parental agreement for an early help referral will usually be gained by a conversation with a parent and the DSL; in cases of a parent refusal, advice can be requested from early help providers without a referral being made.

Where a young person is identified as benefiting from early help a range of support can be offered from within LUSoM which may include: Counselling, Mentor, ALS, Curriculum Plus, enhanced monitoring from Achievement Tutor/Assistant Head, Chaplaincy, Student Services, Careers.

KCSiE identifies that staff should be particularly alert to the potential need for early help for a child who:

- 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
- have experienced multiple suspensions or are at risk of permanent exclusion
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- have a parent or carer in custody or are affected by parental offending

f) Confidentiality

All staff have a professional responsibility to share relevant information about the protection of young people with other professionals. If a young person confides in a member of staff and asks that the information be kept secret, it is important to tell the young person, with care and sensitivity, that confidentiality cannot be guaranteed but will equally only be passed on where necessary and to appropriate personnel who are able to provide the required advice and support.

We will always undertake to share our intention to send an enquiry to the appropriate Multi Agency team with their parents/guardians unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the Multi agency team before taking any action.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. The Data Protection Act does not prevent LUSoM staff from sharing information with relevant agencies, where that information may help to protect a child or support a criminal investigation.

Child protection information will be stored and handled in line with the Data Protection Act 2018 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018 Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

g) Records

Good practice for keeping child protection disclosure records includes noting the date, event and what the young person said without being asked any leading questions. If in doubt about recording requirements, staff should discuss with the DSL.

LUSoM has a secure area within the online platform which can only be viewed by authorised personnel which must be used for the recording of safeguarding and child protection concerns and referrals. Staff should refer to the school's online guidance for safeguarding reporting. In the cases of a safeguarding referral to the DSL, the member of staff should initially discuss the concern/disclosure with a DSL in person; LUSoM's online 'safeguarding referral' should be used as the written record of having made a referral, rather than a referral in its own right.

h) Acceptable restraint and the use of 'reasonable force'

There are circumstances when it is appropriate for staff to use reasonable force to safeguard young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.'

KCSiE states that the department believes that the adoption of a 'no contact' policy at a School can leave staff unable to fully support and protect their pupils and students. Further guidance is outlined in the DFE publication and recommended by the LEA:

Use of Reasonable Force: advice for school leaders, staff and trustees which can be accessed via:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of school leaders and governing bodies in respect of this power.

i) What staff should do if they have concerns about another staff member

As outlined in KCSiE if staff members have concerns about another staff member, then this should be referred to the Head of School. Where there are concerns about the Head of School this should be referred to the Executive Principal, and where there are concerns about the Executive Principal, this should be referred to the Chair of Trustees. Staff can access further information from part four of KCSiE.

j) What staff should do if they have concerns about safeguarding practices within LUSoM

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures within the LUSoM safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. LUSoM aims to promote a safe, comfortable and transparent environment where such concerns can be discussed appropriately.

Where a staff member feels unable to raise an issue, other whistleblowing channels may be open to them. Guidance for this is outlined in KCSiE (page 15) which is available.

k) Relationships between staff and students

LUSoM aims to provide a working and learning environment which enables staff and students each to realise their full potential and contribute to a vibrant and mutually supportive community. LUSoM is keen to ensure that students' experience at the School is maximised, and acknowledges that as a part of achieving that goal, staff (both teaching and support staff) will form mutually rewarding and professional relationships with students.

However, to protect staff and students, the boundaries of personal and professional life must be fully recognised and respected.

Under the Sexual Offences Act 2003 it is a criminal offence for a person aged 18 or over ('A') to engage in prescribed sexual activity (including touching) with someone under the age of 18 ('B') where A is in a position of trust in relation to B. For these purposes, a position of trust includes where A looks after (including having responsibility for) persons under 18 who are receiving education at an educational institution and B is receiving education at that institution. LUSoM also strictly prohibits any such activity.

The Public Interest Disclosure Act and LUSoM's Whistleblowing Policy provide appropriate protection for whistleblowing.

In addition, any relationship which could impair professional judgement, compromise integrity or affect the proper teaching or reputation of LUSoM must be avoided.

For the purposes of this policy, an 'Intimate Relationship' includes a. any sexual or romantic relationship whether a heterosexual or same sex relationship'; and/or b. any relationship which could impair professional judgement, compromise integrity or affect the proper teaching or reputation of LUSoM.

LUSoM strictly prohibits intimate relationships between members of staff and students at the School.

In order to protect the welfare of members of staff and former students, to preserve the reputation of LUSoM and to avoid incidents and allegations of impropriety, bias, abuse of authority, discrimination and harassment, conflict of interest, favouritism and potential disruption to the teaching and learning environment, LUSoM strongly discourages any sexual or romantic relationship (whether a heterosexual or same sex relationship) between members of staff and former students of the School (including, in particular, any individual whose student relationship with the School ceased in the previous 12 months and/or who is under the age of 18).

Staff should be aware that a breach of this policy could lead to action under LUSoM's Disciplinary Policy and Procedure, including sanctions up to and including dismissal.

l) Allegations of abuse made against teachers and other staff:

Where there are concerns about abuse by a member of staff, the Head of School must be informed immediately.

The procedures for dealing with allegations need to be applied with common sense and judgement and will follow guidance as set out in KCSiE (Part four).

Any allegation of abuse made against a teacher or other member of staff or volunteer will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Documentation and access details to LADO are given on the following guidance:

<https://panlancashirescb.proceduresonline.com/pdfs/lado.pdf>

The LADO will give appropriate advice on how to manage the allegation.

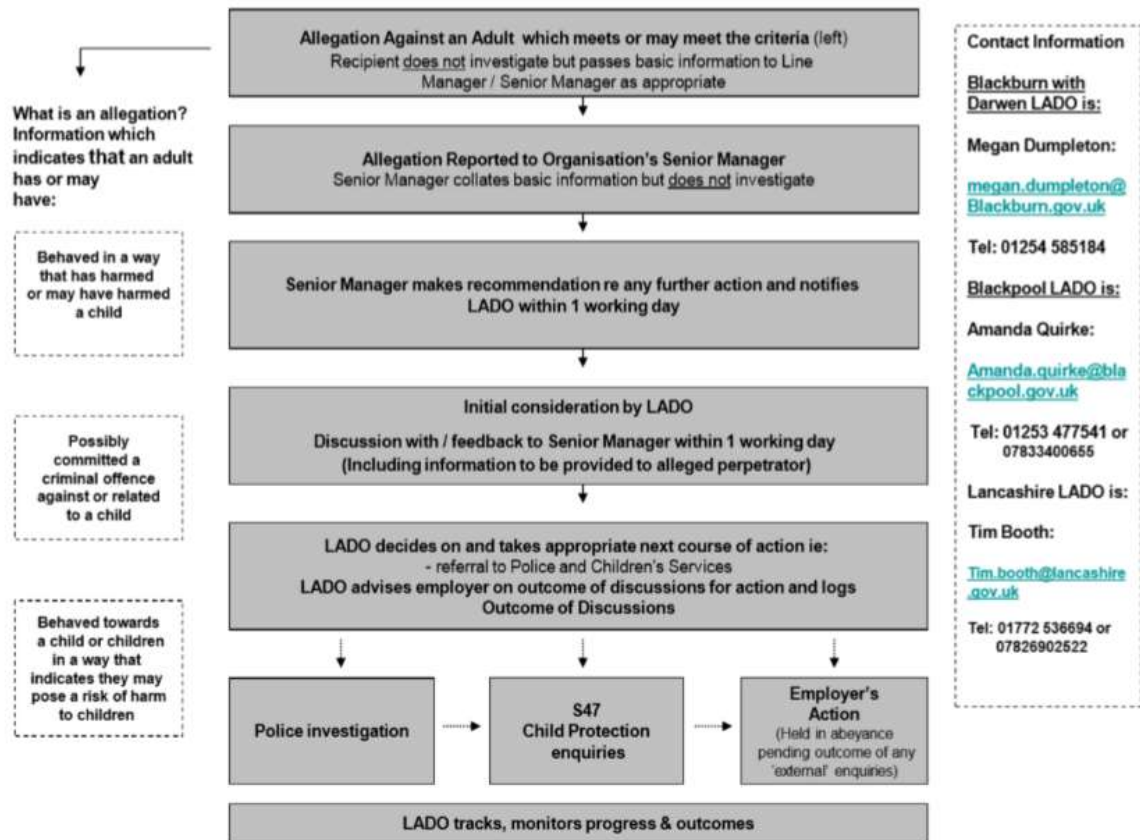
The Head of School should inform the accused person about the allegation as soon as possible after consulting the LADO. However, where a strategy discussion is needed, or police or children's social care may need to be involved, the Head of School should not do that until those agencies have been consulted and have agreed what information can be disclosed to the person. If the person is a member of a union or professional body, her or she should be advised to contact that body at the outset. Suspension should be considered in any case where there is cause to suspect a young person is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. However, a person must not be suspended automatically, or without careful thought.

In cases where it is decided on the conclusion of the investigation that a person who has been suspended can return to work, LUSoM should consider how best to facilitate that. To minimise the risk of unfounded allegations being made, staff should be aware of LUSoM's Social Networking Guidance for Staff, Email Use Policy and our Acceptable Use Policy. LUSoM's Induction training for new staff advises against the use of social networking sites with students and giving students access to personal mobile phone numbers or email addresses.

Caveat: Any allegation should be treated in the context of the circumstance and with careful communication with the LADO and the police or children's social care if necessary. There may be exceptions to the passing on of information to parents depending on the nature of the young person's home circumstances.

Mindfulness should also be given to the fact that although it is our overriding duty to protect young people, unfounded allegations can be devastating to the staff concerned.

Flowchart: Procedure for Managing Allegations



Remember: The LADO must be contacted when you have received any allegation or concern about any person who works with children who may have:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against, or related to a child; or
- Behaved in a way towards a child or children in a way that indicates they may pose a risk of harm to children

5. Safety, Security and Safeguarding of Students

a) Introduction

LUSoM aims to ensure that it creates and maintains a safe and secure environment for all students, staff and visitors.

In seeking to implement this aim LUSoM recognises that the security of its community relies upon:

- A secure site
- The creation and maintenance of a culture where mutual respect is an expectation and inappropriate behaviour is not tolerated
- The creation and maintenance of an anti-bullying culture
- Addressing safeguarding and security issues with students by the inclusion of such issues in the education programmes of all students
- Staff challenging inappropriate behaviour and acting to resolve the situation where this is deemed necessary
- The Head of School /DSL being notified of all incidents that involve threats or violence. A note will be placed on the student record and appropriate action will be taken
- A clear focus on the development of the student as a whole person which includes, in addition to their academic development, moral, emotional and social development. Students are encouraged to cultivate virtues that promote human flourishing.
- Students being provided with a programme of study that includes Personal Development provision with specific reference to personal safety and security issues affecting young people
- The continued use of counsellors being available for students
- Where appropriate and available outside agencies being used and involved in delivering specialist advice and information to students
- Overall responsibility for the security of students rests with the Head of School

b) Security on site

LUSoM maintains a secure physical environment in which students can achieve their full potential. This includes ensuring that all external fences and gates are kept in a good state of repair, are sufficiently robust and that the gates are locked when LUSoM is closed.

All students are issued, at induction, with identity cards and lanyards which operate all external doors. The lanyards should be visible at all times and cards should be shown on request. Lost cards can be replaced at a minimal charge to the student.

All visitors must sign into LUSoM and are issued with visitors badges that must always be worn in a visible manner whilst on site.

LUSoM has an extensive CCTV system which operates throughout the site. Cameras are placed in strategic areas in and around the buildings so that any security or behavioural incidents can be followed up quickly.

c) Online Safety (including sexting – also known as youth produced sexual imagery)

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. Therefore, LUSoM recognises that it is essential we safeguard learners from potentially harmful and inappropriate online material. There will be an annual review of the use of filters by the DSL working with the Networks team to ensure that any harmful and inappropriate content is blocked without impacting on teaching and learning. The monitoring system will also be reviewed annually to ensure effective monitoring which meets safeguarding needs.

KCSiE highlights four areas of risk:

- i. Online content (being exposed to harmful content)
- ii. Contact (being subjected to harmful interaction with others online)
- iii. Conduct (personal online behaviour that increase the likelihood of, or causes, harm)
- iv. Commerce (risks such as online gambling, inappropriate advertising or phishing)

Students are taught about safeguarding, including online and sexting, through teaching and learning opportunities as part of LUSoM's tutorial programme. This includes informing students of who and how they can disclose any matter of concern, including online safety and sexting. Posters and alerts are used to regularly remind and encourage students to disclose any such matters.

Online safety is integrated into staff updates and safeguarding training.

Sexting: Whilst there is no clear definition of 'sexting', professionals commonly refer to it as 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet'. Creating and sharing sexual photos and videos of under-18s is illegal.

When an incident involving youth produced sexual imagery is discovered or disclosed:

- It should be referred to the DSL as soon as possible (initially verbally with a subsequent secure online record)
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

When dealing with incidents of sexting the DSL will make use of the UK Council for Child Internet Safety UKCCIS. This document will be used by a DS1 when considering whether the incident requires referral to the Police and/or children's social care; to summarise this guidance for the purpose of this policy:

- 'If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care. If you have any doubts about whether to involve other agencies, you should make a referral to the police.'

Additional guidance for sexting is available from the NSPCC (<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>) and Lancashire Police (<https://www.lancashire.police.uk/search.aspx?term=Guidance+on+sexting>)

The DfE also provides advice on searching, screening and confiscation.

d) Where a student is subject to criminal investigation

LUSoM understands the power of education in improving the life chances of all young people including those who may have been involved in criminal activity.

Where a student is subject to a criminal investigation, LUSoM may suspend the student until the criminal investigation and legal proceedings have concluded. However, this does not automatically preclude LUSoM from progressing its own disciplinary action. Parent/carers will be kept informed of any action taken and included in meetings/risk assessments, where appropriate.

The student and parents/carers should be reminded that whilst criminal investigations are underway, they are obliged to keep the School informed of any progress and/or change in status regarding his/her case.

Where the nature of the alleged offence suggests that there may be risk to the safety of others, or where the student accused of the offence may be at risk of harm, LUSoM will undertake a risk assessment and take appropriate action.

e) Illegal Substances/Substance Abuse (including new psychoactive substances previously known as legal highs)

When responding to incidents of substance use, care should be taken to avoid overreacting to drug use and under reacting to drug misuse. National strategy aims to reduce drug related damage to young people's potential – care should be taken to ensure that sanctions do not adversely affect potential to a greater degree than the substance misuse.

The primary concern of LUSoM is to minimise harm, to all parties, from substance misuse and to promote healthy lifestyle choices. LUSoM will consider each drug/substance related incident individually and will recognise that a variety of responses will be necessary to deal with each incident.

LUSoM is committed to:

- Facilitating the prevention of alcohol and drug misuse by education and training
- Actively discouraging the non-medical use of drugs both on and off the School premises
- Recognising and accepting LUSoM's legal responsibility under the Misuse of Drugs Act (1993) in not knowingly permitting any user on the School premises or grounds to produce, supply, possess or be under the influence of any banned or illegal substance.
- Taking appropriate action in any instance where there are learners or staff possessing, using, dealing or producing any banned illegal substance
- Taking appropriate action in incidents where drug misuse is suspected.

Procedures for Implementing the Illegal Substances/Substance Misuse Policy

- LUSoM does not permit students to bring alcohol or illegal substances (including psychoactive substances) on site at any time and does not allow the consumption of such substances whilst the School is in session.
- If it is considered that the condition of the learner is likely to put them or others at risk, they must not be allowed to take part in any School activities. In extreme cases, it may be necessary to call an ambulance
- Any action taken will be in accordance with LUSoM's Student Conduct Policy.

f) Anti-Bullying

What is bullying:

Bullying is the wilful and conscious desire to undermine, hurt, frighten, threaten or intimidate another person. It can be any words or actions that are aimed at causing someone to feel frightened or miserable. Bullying can be physical, verbal or take the form of psychological pressure. Bullying can also take the form of abusive or threatening text messages, emails or web-based text or images.

Three main types of bullying are:

- Physical: such as hitting, kicking or taking belongings
- Verbal: such as name-calling, insulting or making offensive remarks
- Indirect: such as spreading rumours, exclusion from social groups, sending malicious emails or texts

Within LUSoM, we are committed to not only dealing with bullying, but to do all that we can to stop it happening in the first place. LUSoM has a duty to provide a safe and caring environment for all its students and staff and all members of the School community have a responsibility to establish this.

Where bullying is identified, positive steps must be taken to deal with any incidents and LUSoM will take very seriously any reported incidents and act immediately per the procedures outlined in this policy document and the Student Conduct Policy.

Awareness of Possible Signs of Bullying

Parents, Teachers and Tutors, are in ideal positions to observe changes in student behaviour which may indicate that they are being bullied:

Teachers, Tutors and all other School staff should be aware of the student who:

- Becomes withdrawn or moody
- Becomes uncharacteristically withdrawn or argumentative
- Displays uncharacteristic aggressive or depressive behaviour
- Exhibits a sudden lowering of their self-esteem
- Shows a sudden decline in academic achievement
- Becomes agitated about missing possessions
- Develops unexplained injuries
- Is reluctant to eat
- Tells of sleep disturbances or nightmares
- Makes them aware of lack of money for food or transport

Taken individually these signs might not be because of bullying, but a combination of some of them could be a good reason to suspect it. In these incidents staff members, should report their concerns to the Designated Safeguarding Lead.

Students who are being bullied should:

- Talk to an adult that they trust
- Be made aware that it is the bully who is in the wrong – not them
- Be made aware that they will be taken seriously
- Be made aware that they will be safe whilst the incident is being investigated

Bullying is referenced in a safeguarding tutorial delivered to students as part of the tutorial programme. There are also regular alerts in the student bulletin and via social media informing student of who can they talk to if they, or others, are being bullied.

Staff who become aware of a bullying situation must:

- Listen to the student
- Take it seriously
- Make it clear to the student that they have done the right thing by confiding in a member of staff
- Make it clear to the student that the information must be passed on and cannot be confidential
- Pass the information on to a senior member of staff: this should be the DSL.
- Provide a secure online written record.

Bullying by text messages, web sites, social media and email:

In this age of increasing communication by text, email and social media LUSoM is aware that this may become an increasing problem. As such:

- Students should be aware of their responsibilities when logging on to a School computer
- Students should be careful to whom they give their phone number
- Students should save any offensive messages
- Students should show offensive messages to a chosen member of staff
- Offensive texts, web threads, comments or emails will be taken as seriously as any other type of bullying

PROCEDURES FOR DEALING WITH BULLYING

- Staff who suspect that a student is being bullied, who witness an incident of bullying, or in whom a student confides, should report the matter to the DSL.
- Parents who suspect that their son/daughter is being bullied should do the same by a phone call or a letter, and if possible, by making an appointment to discuss the problem in the School.
- Students are encouraged to take appropriate action i.e. make a disclosure to a member of staff, if they, or another student, are victims of bullying. This member of staff could be anyone, but the expectation is that it will be a member of staff the student feels comfortable with, such as the Achievement Tutor or a subject teacher.
- When an incident is disclosed to a member of staff, the following procedures will come into place
- The disclosure will be immediately reported to the DSL who will take the following action:

- Meetings will be held with all appropriate people
- Where appropriate, parents of both the victim and the person accused will be informed and involved in any progress
- LUSoM takes bullying very seriously and disciplinary action will be taken against anybody found to be the perpetrator of bullying which may include exclusion.

g) Allegations of abuse made against other children

LUSoM appreciates that children can abuse other children; this may take the form of physical, emotional, sexual or verbal abuse. Without stereotyping it is important to be aware of the different gender issues that can be prevalent when dealing with peer-on-peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. In any case, LUSoM will ensure abuse will not be tolerated or passed off as 'banter' or 'part of growing up'. Guidance for Sexual Violence and Sexual Harassment Between Children in School can be found:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

This guidance includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for Schools.

To minimise the risk of child-on-child abuse, LUSoM:

- Provides sessions, within the Personal Development (PD) curriculum, that develop students understanding of acceptable behaviour and keeping themselves safe
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to. This is communicated via personal development sessions, assemblies, noticeboards and posters in classrooms
- Will perform a risk assessment where a student is identified as being a potential risk to other students

LUSoM recognises its duty of care to all students and will handle any allegation of child-on-child abuse with sensitivity and always consider the wellbeing and needs of the student(s) involved.

Staff members should refer any concern, or disclosure, of child-on-child abuse should be referred to the DSL. The following procedure will then be followed:

- Immediate steps will be taken to reassure and support the victim of peer-on-peer abuse
- The victim and the person accused, and any witnesses will be interviewed
- Parents of both the victim and the person accused will be informed and involved in the progress of the investigation
- Appropriate support will be considered and offered to a victim(s) of child-on-child abuse; this may include (but not be limited to) counselling and a mentor
- Where deemed necessary a risk assessment will be conducted
- If appropriate, LUSoM may act under our disciplinary procedures set out in the Student Conduct Policy. If this is the case, parents will be informed and asked to make an appointment to come into School with their son/daughter to speak with the Head of School

- It is recognised and understood by LUSoM that those accused may also have issues themselves that need to be addressed in a supportive and constructive way; including consideration of external support which may involve early help. However, under no circumstances will LUSoM tolerate behaviour that is damaging to others. Reference can be made to KCSiE part 5.

h) Low Level Concerns about staff or contractors

Informal action may be taken where a low-level concern about a member of staff or an adult working in the school occurs. A low-level concern includes behaviour towards a student that does not meet the harm threshold for a safeguarding allegation. A low-level concern includes any concern, unease or 'nagging doubt', no matter how small, that an adult working in, or on behalf of the college, may have acted in a way that:

- *is inconsistent with the Trust's Staff Code of Conduct, including inappropriate conduct outside of work; and*
- *does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO*

The Keeping Children Safe in Education Guidance includes examples of such behaviour which could include, but are not limited to:

- *being over friendly with young people;*
- *having favourites;*
- *taking photographs of young people on their mobile phone;*
- *engaging with a young person on a one-to-one basis in a secluded area or behind a closed door;*
or,
- *using inappropriate sexualised, intimidating or offensive language.*

Staff must report low level concerns to the Head of School. If they are unsure whether behaviour constitutes low level concerns, they should discuss it with the DSL / Head of School. Where the low-level concern relates to the Head of School this should be reported to the Executive Principal. Where the low-level concern relates to the Executive Principal this should be reported to the Chair of Trustees. Appropriate procedures will be identified to address unprofessional behaviour and support the individual to correct behaviours. Whilst some low-level concerns may be dealt with on an informal basis through management advice, in the event that there is a pattern of behaviour relating to low level concerns or an instance where the college deems that a low-level concern could be considered an act of misconduct, the Trust may have recourse to the disciplinary procedure and such concerns may be investigated formally under this policy.

6. Safeguarding - Parents

It is essential that parents are made aware of LUSoM's responsibilities regarding child protection including that where a student is suspected to be suffering abuse or neglect a referral to external agencies may be made.

This will be done by making this policy available on the School's website, and providing a copy of this policy to any student or parent upon request.

7. Monitoring the Implementation and Effectiveness of the Policy

All staff are responsible for implementing this policy. This will be communicated via induction, briefings, updates, staff meetings and staff training.

The DSL will be responsible for monitoring the quality of this area through consultations with the staff in all areas of the organisation and students. Regular meetings between the DDSL and the Head of School provide an opportunity to review individual students, including those with vulnerable characteristics, and monitor the effectiveness and implementation of LUSoM's safeguarding policy and procedure.

Students' views on the appropriateness and effectiveness of personal support will be sought through the confidential surveys (SPOCs) carried out each year. Students, via the Student Cabinet, will be consulted annually on this policy and receive training on Safeguarding and the Prevent duty to support them in their role.

A termly safeguarding report will be presented to the Trustees, either in verbally or in writing.

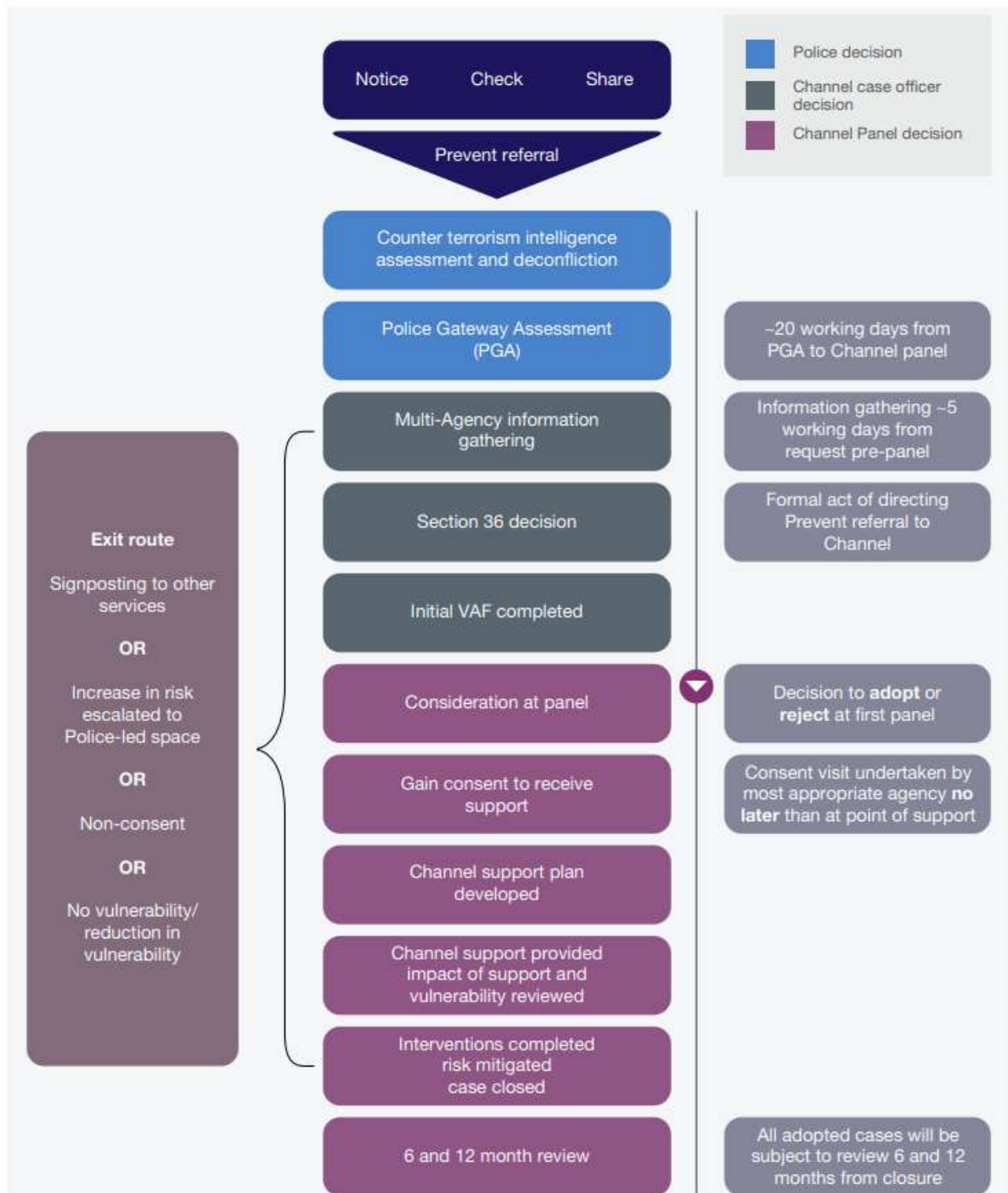
LUSoM recognises the expertise gained by staff from undertaking safeguarding and managing concerns on a daily basis. Considering this, LUSoM provides an opportunity for staff to contribute and shape safeguarding arrangements; this includes consulting a small number of staff, from across school, to review and comment on the Safeguarding and Child Protection Policy.

Suggestions for amendments to the content of the policy will be discussed by the DSL/Head of School and the School Senior Leadership Team on an annual basis, prior to being taken to the Trustees for approval.

Useful Contact Numbers:

| | |
|--|---|
| Police | 101 or 999 in an emergency |
| Social Services | 0300 123 6720 |
| Schools Safeguarding Advice | 01772 531196 |
| Police Deter Team (CSE) | 01772 209122 |
| Young Peoples Service | 01772 537444 |
| Cruse Bereavement Care | 01772 686668 |
| Forced Marriage / Diversity Unit | 01772 209711 |
| Forced Marriage Unit | 0207 008 0151 |
| Early Intervention Duty phone | 01772 645761 |
| LADO: | Tim Booth - LADO Lancashire County Council Safeguarding Unit Room B16 County Hall Preston, PR1 8RJ Lado.admin@lancashire.gov.uk Tel - 01772 536694 |
| Whistleblowing: NSPCC Whistle-blowing | 0808 800 5000 |
| Public Concern at Work | 0207 404 6609 |
| Ofsted | 0300 123 3155 whistleblowing@ofsted.gov.uk |
| MIND | 0300 123 3393 or text 86463 |
| Rape Crisis Centre | 01257 267776 |
| Trust House | 01772 200187 |
| Samaritans | 01772 822022 |
| Childline | 08001111 www.childline.org.uk |
| LSCB | Room 503/504 East Cliff County Offices East Cliff JDO PRESTON, PR1 3JT +44 (0)1772 530283 +44 (0)1772 530329 |
| <p>If you have concerns about a child's safety or welfare, please call Lancashire County Council Customer Service Centre on 0300 123 6720.</p> <p>Central reference for advice available from LSCB: http://www.lancshiresafeguarding.org.uk/</p> | |

Appendix 1



Staff are advised to notify the DSL/Head of School with any cause for concern in relation to the Prevent Duty.

Contact details: Sgt Nicola Bignell 01995 607820 nicola.bignell@lancashire.pnn.police.uk

Nigel Lund nigel.lund@education.gov.uk, North West Regional Prevent Coordinator for FE & HE

c/o Manchester City Council, Manchester Town Hall, M60 2LA

Appendix 2 - Additional advice and support as provided in KCSiE (page 89)

| Abuse or Safeguarding Issue | Link to Guidance/Advice | Source |
|---|---|--|
| Abuse | https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2 | DfE Advice |
| | https://www.gov.uk/guidance/domestic-abuse-how-to-get-help | Home Office |
| | https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief | DfE Advice |
| | https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/ | Home Office website |
| Bullying | https://www.gov.uk/government/publications/preventing-and-tackling-bullying | DfE Advice |
| | https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds | MoJ Advice |
| Children and the Courts | https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds | MoJ Advice |
| Children missing from education, home or care | https://www.gov.uk/government/publications/children-missing-education | DfE Advice |
| | https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care | DfE Advice |
| | https://www.gov.uk/government/publications/missing-children-and-adults-strategy | Home Office strategy |
| Children with family members in prison | https://www.nicco.org.uk/ | Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice |
| Child Exploitation | https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines | Home Office guidance |
| | https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners | DfE |
| | https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance | DfE and HO guidance |
| Drugs | https://www.gov.uk/government/publications/drugs-advice-for-schools | DfE & ACPO advice |

| | | |
|-------------------------------------|---|---|
| | https://www.gov.uk/government/publications/drug-strategy-2017 | Home Office strategy |
| | https://www.talktofrank.com/ | Talk to Frank website |
| | http://mentor-adepis.org/ | Website developed by Mentor UK |
| “Honour Based Violence” (so called) | https://www.gov.uk/government/collections/female-genital-mutilation | Home Office |
| | https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation | DfE, DH, and HO statutory guidance |
| | https://www.gov.uk/guidance/forced-marriage | Foreign Commonwealth Office and Home Office |
| Health and Wellbeing | https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced | DfE, Dept for Health and Home Office |
| | https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources | Public Health England Resources |
| | https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3 | DfE statutory guidance |
| | https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 | DfE advice |
| Homelessness | https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities | MHCLG |
| Online | https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis | UK Council for Child Internet Safety |
| Private Fostering | https://www.gov.uk/government/publications/children-act-1989-private-fostering | DfE - statutory guidance |
| Radicalisation | https://www.gov.uk/government/publications/prevent-duty-guidance | Home Office guidance |
| | https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty | DfE advice |
| | https://educateagainsthate.com/ | DfE and Home Office |
| Violence | https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence | Home office advice |
| | https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020 | Home Office strategy |

| | | |
|--|---|----------------------|
| | https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations | Home Office guidance |
| | https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges | DfE advice |
| | https://www.gov.uk/government/publications/serious-violence-strategy | Home Office strategy |

| Organisation/Resource | What it does/provides |
|---|---|
| thinkuknow | NCA CEOPs advice on online safety |
| disrespectnobody | Home Office advice on healthy relationships, including sexting and pornography |
| UK safer internet centre | Contains a specialist helpline for UK schools and colleges |
| swgfl | Includes a template for setting out online safety policies |
| internet matters | Help for parents on how to keep their children safe online |
| parentzone | Help for parents on how to keep their children safe online |
| childnet cyberbullying | Guidance for schools on cyberbullying |
| pshe association | Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images |
| educateagainsthate | Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation. |
| the use of social media for online radicalisation | A briefing note for schools on how social media is used to encourage travel to Syria and Iraq |
| UKCCIS | The UK Council for Child Internet Safety's website provides: <ul style="list-style-type: none"> • Sexting advice • Online safety: Questions for Governing Bodies • Education for a connected world framework |
| NSPCC | NSPCC advice for schools and colleges |
| net-aware | NSPCC advice for parents |
| commonsensemedia | Independent reviews, age ratings, & other information about all types of media for children and their parents |
| searching screening and confiscation | Guidance to schools on searching children in schools and confiscating items such as mobile phones |
| lgfl | Advice and resources from the London Grid for Learning |